



INSTRUCTIONAL MATERIALS AND TEACHERS CONDITIONS OF SERVICE AS CORRELATE OF QUALITY EDUCATION DELIVERY IN PUBLIC PRIMARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study examined instructional materials and teachers' conditions of service as correlates of quality education delivery in public primary schools in Rivers State. The research focused on understanding how the availability and adequacy of instructional materials, alongside the prevailing conditions of service for teachers, influence the quality of education delivered in these schools. Two research questions and two null hypotheses guided the study. A correlational design was employed, targeting a population of 1,264 respondents, including head teachers, directors, evaluators, and supervisors from public primary schools in Rivers State. A simple random sampling technique was used to select a sample size of 380 respondents. Data were collected using a 9-item instrument titled "Instructional Materials, Teachers' Conditions of Service, and Quality Education Delivery (IMTCSQED)." Descriptive statistics were used for data analysis, with the data presented using mean and standard deviation statistics, while Pearson's Product Moment Correlation (PPMC) was employed to test the hypotheses at a .05 level of significance, aided by SPSS version 23. A reliability index of .912 was obtained using the Cronbach Alpha method. The study found that both the availability of instructional materials and favorable teachers' conditions of service significantly and positively influenced the quality of education delivery. Consequently, it was concluded that these factors are critical to achieving quality education delivery in public primary schools. The study recommended that adequate instructional materials should be provided, and teachers' conditions of service should be improved to enhance the quality of education in public primary schools in Rivers State.

Keywords: Instructional Materials, Teachers Conditions Service, Quality, Education Delivery, Public, Primary Schools, Rivers State.

Reference to this paper should be made as follows:

Wejinya, T. G. (2024). Instructional materials and teachers conditions of service as correlate of quality education delivery in public primary schools in Rivers State. *International Journal of Economics, Environmental Development and Society*, 5(3), 396-407.

INTRODUCTION

Education is widely recognized as a fundamental pillar for personal development and societal advancement. At the heart of achieving educational excellence is the effective delivery of quality education, which is intrinsically linked to several critical factors. Among these, instructional materials and teachers' conditions of service stand out as pivotal elements to quality of education delivered in schools.

Instructional materials are resources used by educators to facilitate learning and enhance the teaching process. These materials range from textbooks and workbooks to digital tools and multimedia resources. They play a crucial role in shaping the learning environment, making abstract concepts more concrete, and accommodating various learning styles. In public primary schools, where resources are often limited, the availability and quality of instructional materials can have a profound impact on student learning and overall educational effectiveness.

In Rivers State, the situation concerning instructional materials in public primary schools varies significantly. While some schools may benefit from well-stocked libraries and modern educational technologies, others struggle with inadequate or outdated resources. This disparity can lead to unequal learning opportunities among students and affect their academic performance. For instance, schools lacking up-to-date textbooks or digital learning tools may find it challenging to keep pace with the curriculum or engage students effectively. Thus, the adequacy and relevance of instructional materials are essential for providing a high-quality education that meets the needs of all students.

The conditions of service for teachers encompass various factors, including salaries, job security, working environment, professional development opportunities, and support systems. These conditions directly affect teachers' motivation, effectiveness, and overall job satisfaction. In Rivers State, as in many other regions, teachers often face challenges related to low salaries, inadequate training, and insufficient support. These issues can contribute to high levels of stress and burnout among educators, which in turn impacts their ability to deliver quality education.

A well-supported teacher is more likely to be motivated and engaged in their work, leading to better instructional practices and improved student outcomes. Conversely, poor conditions of service can result in lower morale, reduced commitment, and higher turnover rates, which negatively affect the continuity and quality of education. For example, teachers who are not adequately compensated may be less inclined to invest extra time in lesson preparation or seek additional professional development opportunities. Consequently, addressing the conditions of service for teachers is crucial for fostering an environment where educators can thrive and provide high-quality instruction.

The interplay between instructional materials and teachers' conditions of service is central to understanding their combined impact on quality education delivery. Instructional materials are a tangible resource that directly supports the teaching and learning process, while teachers' conditions of service influence how effectively educators can utilize these materials and engage with their students.

When instructional materials are plentiful and of high quality, teachers are better equipped to create engaging and effective lessons. However, the full potential of these materials can only be realized when teachers are in a supportive and conducive working environment. Conversely, even the best instructional materials cannot compensate for poor teaching practices that stem from inadequate conditions of service. Thus, a holistic approach that addresses both the

availability of resources and the well-being of teachers is necessary for achieving quality education.

In Rivers State, the relationship between these factors is evident in varying educational outcomes observed across different public primary schools. Schools that have invested in both high-quality instructional materials and favorable conditions for their teachers tend to show better student performance and overall educational effectiveness. In contrast, schools facing challenges in either area often struggle to meet educational standards and achieve desired outcomes.

Thus, instructional materials and teachers' conditions of service are critical correlates of quality education delivery in public primary schools in Rivers State. The availability and quality of instructional materials significantly impact the learning experience, while teachers' conditions of service determine their ability to effectively use these resources and contribute to a positive learning environment. Addressing the challenges associated with both aspects is essential for improving educational outcomes and ensuring that all students receive a high-quality education, because investing in better instructional materials and enhancing teachers' working conditions, stakeholders can create a more equitable and effective educational system that supports the development and success of every child in the primary schools.

Statement of the Problem

The quality of education in public primary schools in Rivers State is critically dependent on two interrelated factors: instructional materials and teachers' conditions of service. Despite their significance, both aspects face considerable challenges that compromise the effectiveness of educational delivery.

Instructional materials, including textbooks, educational technology, and other learning resources, are essential for effective teaching and student engagement. However, many public primary schools in Rivers State experience a shortage of up-to-date and adequate instructional materials. This lack of resources hampers the ability of teachers to deliver the curriculum comprehensively and engage students in meaningful learning activities. Schools with insufficient materials often struggle to provide equitable learning opportunities, leading to disparities in educational outcomes and hindering students' academic progress.

Compounding this issue are the challenging conditions of service for teachers. Teachers in Rivers State frequently face low salaries, inadequate professional development opportunities, and unsatisfactory working environments. These unfavorable conditions affect teachers' motivation, job satisfaction, and overall effectiveness. Low morale and high levels of stress among educators can lead to reduced instructional quality and high turnover rates, further destabilizing the educational environment. Teachers who are not well-supported are less likely to invest in their professional growth or go the extra mile in their teaching practices, negatively impacting student learning.

Therefore, this study aims to investigate how instructional materials and teachers' conditions of service correlate with the quality of education in public primary schools in Rivers State.

Aim and Objective of the Study

The following objectives guided this study:

- Examine how provision of instructional materials influence quality education delivery in public primary schools in Rivers State.
- Ascertain if teacher conditions of service influence quality education delivery in public primary schools in Rivers State.

Research Questions

The following research questions were developed to guide the study:

- How does provision of instructional materials influence to quality education delivery in public primary schools in Rivers State?
- How does teacher conditions of service influence quality education delivery in public primary schools in Rivers State?

Hypotheses

Two hypotheses further guided the study and were tested at .05 significance level:

- **H₀₁:** Provision of instructional materials does not significantly influence quality education delivery in public primary schools in Rivers State.
- **H₀₂:** Teacher condition of service does not significantly influence quality education delivery in public primary schools in Rivers State.

LITERATURE REVIEW

Instructional Materials

Instructional materials are essential tools in the teaching and learning process, serving as the backbone of effective education delivery. They include textbooks, visual aids, digital resources, and other materials that facilitate learning by providing structured content and supporting teachers' instructional strategies. The effectiveness of instructional materials has been widely studied, with research consistently demonstrating their critical role in enhancing student learning outcomes. Instructional materials are pivotal in translating educational objectives into practice.

According to Owolabi and Lawal (2022), instructional materials help bridge the gap between theoretical knowledge and practical application, making abstract concepts more understandable for students. They argue that the use of well-designed instructional materials can significantly improve student engagement and retention of knowledge. Moreover, instructional materials are not just supportive tools; they are central to the curriculum and instructional design. Adebayo (2019) emphasized that the availability and appropriate use of instructional materials are directly linked to the effectiveness of teaching methods. For instance, science subjects that involve complex processes and experiments can be better understood when students have access to relevant instructional aids, such as lab equipment, diagrams, and models.

Instructional materials can be broadly categorized into three types: printed materials, visual materials, and digital resources. The printed materials which include textbooks, workbooks, and other printed resources are traditional instructional materials that have long been

used in education. Ajayi (2020) noted that despite the increasing integration of digital tools, printed materials remain indispensable, particularly in regions with limited access to technology.

Visual Materials such as charts, diagrams, and models play a crucial role in simplifying complex concepts. Smith and Brown (2018) highlighted that visual materials are especially useful in subjects like mathematics and science, where they can illustrate relationships and processes that are difficult to convey through text alone. The advent of technology has expanded the scope of instructional materials to include digital resources like e-books, educational software, and online platforms. Okoro and Eze (2021) argued that digital instructional materials offer interactive and engaging content that can be customized to meet individual student needs. However, they also caution that the effectiveness of these resources depends on teachers' proficiency in using them and students' access to technology. Numerous studies have demonstrated the positive impact of instructional materials on student learning outcomes. Aina (2021) conducted a study in Nigerian secondary schools and found that students who had access to adequate instructional materials performed significantly better in examinations than those who did not. The study concluded that instructional materials are not only supplementary but also necessary for effective learning. Similarly, Ekwueme and Igwe (2017) explored the impact of instructional materials in primary schools and found that the use of diverse instructional materials catered to different learning styles, thereby improving overall student performance. They recommended that schools invest in a variety of instructional materials to accommodate the diverse needs of students.

Despite their importance, there are significant challenges in the provision and utilization of instructional materials, particularly in developing countries. Ogunniyi and Olaitan (2019) identified inadequate funding, poor infrastructure, and a lack of trained personnel as major barriers to the effective use of instructional materials in Nigerian schools. These challenges result in a gap between the curriculum requirements and the resources available to meet them.

Furthermore, Odu (2020) noted that even when instructional materials are available, they are often underutilized due to teachers' lack of training or motivation. The study suggested that continuous professional development for teachers is necessary to enhance their skills in using instructional materials effectively. Instructional materials are a cornerstone of effective education delivery, directly influencing the quality of teaching and learning. While they hold great potential for improving educational outcomes, their impact is often limited by challenges in availability, funding, and teacher preparedness.

Teachers' Conditions of Service

Teachers' conditions of service are a critical factor in the delivery of quality education, this is because teachers' conditions of service encompass a wide range of factors that influence their job satisfaction, motivation, and overall effectiveness in the classroom. These conditions include salaries, benefits, job security, working environment, opportunities for professional development, and workload. The quality of these conditions is directly linked to educational outcomes, as they affect teachers' ability to deliver quality education.

The conditions under which teachers work significantly influence their job satisfaction and motivation, which in turn affect their teaching effectiveness. According to Ofoegbu (2018), teachers who work under favorable conditions are more likely to be motivated and committed to their work, leading to better educational outcomes for students. The study emphasized that when

teachers are well-compensated and work in supportive environments, they are more likely to invest time and energy in preparing lessons and engaging with students.

Ingersoll (2001) further argued that the conditions of service are a critical factor in teacher retention. Poor working conditions, including inadequate pay and lack of professional development opportunities, contribute to high turnover rates in the teaching profession, which disrupts the continuity of education and negatively impacts student learning. This highlights the importance of ensuring that teachers' conditions of service are adequate to retain skilled and experienced educators in the profession. Compensation is a fundamental aspect of teachers' conditions of service. Adeyemi (2019) found that teachers' salaries are directly correlated with their job satisfaction and performance. The study indicated that in regions where teachers are paid competitive salaries, there is a noticeable improvement in their teaching quality and student outcomes. Conversely, inadequate pay often leads to low morale, absenteeism, and a higher likelihood of teachers leaving the profession. Job security is another crucial element. Evans (2020) noted that teachers who feel secure in their jobs are more likely to focus on their teaching responsibilities without the distraction of job instability. The study suggested that job insecurity can lead to stress and reduced effectiveness, as teachers may be preoccupied with concerns about their future employment rather than concentrating on student needs. The physical and emotional environment in which teachers work also plays a significant role.

Bennell and Akyeampong (2007) highlighted that overcrowded classrooms, inadequate facilities, and lack of teaching resources are common challenges that negatively impact teachers' working conditions. These factors not only hinder teachers' ability to perform their duties effectively but also contribute to job dissatisfaction and burnout. Opportunities for professional development are essential for teachers to stay updated with the latest educational practices and improve their teaching skills. Ogunyemi and Adedokun (2021) stressed that continuous professional development (CPD) is a key factor in enhancing teachers' instructional methods and student engagement. The study found that schools that prioritize CPD tend to have higher student achievement levels, as teachers are better equipped to address diverse learning needs. The workload assigned to teachers and their ability to maintain a work-life balance are also important aspects of their conditions of service. Kyriacou (2001) observed that excessive workloads contribute to teacher stress and burnout, which can reduce their effectiveness in the classroom. The study recommended that schools and educational authorities implement measures to manage teachers' workloads and promote a healthy work-life balance to sustain their long-term commitment to the profession.

The conditions of service for teachers are directly linked to student performance and overall educational quality. Darling-Hammond (2010) argued that teachers are the most critical factor in determining student success, and their effectiveness is heavily influenced by their working conditions. The study demonstrated that schools with better conditions of service for teachers tend to have higher student achievement rates, as teachers are more motivated and capable of delivering high-quality instruction. Moreover, Santiago (2004) highlighted the disparities in educational outcomes between schools with favorable teacher conditions and those with poor conditions. The study found that schools in low-income areas often suffer from inadequate conditions of service, which contributes to lower student achievement and perpetuates educational inequality. Despite the recognized importance of teachers' conditions of service, several challenges hinder efforts to improve them. Ololube (2006) identified funding constraints as a major barrier, particularly in developing countries where educational budgets are

limited. The study noted that many schools lack the financial resources to offer competitive salaries, adequate facilities, or comprehensive professional development programs.

In addition to financial challenges, Adewuyi (2021) pointed out the role of policy and administrative inefficiencies in addressing teachers' conditions of service. The study argued that without effective policies and strong leadership, efforts to improve conditions of service may be inconsistent and fail to meet teachers' needs. Ensuring that teachers are well-compensated, secure in their jobs, and supported with a positive working environment and professional development opportunities is essential for maintaining their motivation and effectiveness. While challenges exist, particularly in terms of funding and policy implementation, addressing these issues is crucial for improving educational outcomes and ensuring that all students have access to quality education.

METHODS

The research design adopted for this study is the correlational design. This research design is adopted because it describes, measures and establishes relationship between the dependent variables and the independent variables, and its target is to correct and systematically describe a population, situation or phenomenon in a manner that it can provide answers to when, where, what and how questions, but not why question. It can also use a wide variety of research methods to investigate one or more variables.

The target population of this study was made up of 1,264 (one thousand two hundred and sixty four) comprising 962 (nine hundred and sixty two) Head teachers, 12(twelve) Directors attached to the UBE chairman, 35 (Thirty five) Evaluators of various Local Government Areas (LGAs), 23 (twenty three) Educational Supervisors attached to each of the twenty three local government areas (23 LGAs), one supervisor to each local government area, 207(Two hundred and seven) evaluators attached to the twenty three (23) local government areas and (25) twenty five evaluators of the UBE Board whom those 207 (two hundred and seven) evaluators of the LGA report to, giving a total number of one thousand two hundred and sixty-four as the population of this study. The table below shows the population distribution of this study.

A stratified random sampling technique was used to select respondents to the study. Two hundred and eighty eight (288) Head teachers, four (4) directors, eleven (11) evaluators, seven (7) educational supervisors, sixty-two (62) evaluators attached to the local government areas (LGAs) and eight evaluators of UBE Board which formed a total sample size of 380 respondents. This gives a thirty percent 30% of the total population of the study.

The instrument for the study was a structured questionnaire designed by the researcher after an extensive review of related literature. The title of the instrument “Instructional Materials, Teachers Conditions of Service and Quality Education Delivery Questionnaire (IMTCSQEDQ)”, was used to measure the relationship between instructional materials and teachers conditions of service as correlate of quality education delivery in public primary schools in Rivers State. The Questionnaire was made up of (9) items. The response to the questionnaire statements were structured on a four (4) points Likert type scale. The responses ranged from strongly agree 4 to strongly disagree 1.

The content and face validity of the instrument was obtained through careful study of the content, making sure that the items are properly structured covering the entire content. Also there was critical evaluation of the instrument by experts in the field of study (Educational management) from the university and the researcher’s supervisor in particular. The observations,

comments, criticisms and corrections from these experts were used to correct the errors in the instruments before administration.

To establish the reliability of the instrument, the researcher subjected the questionnaire items to Crumbach Alpha testing using SPSS version 23, and a reliability index of .912 was realized. Copies of research instruments (questionnaire) were administered to respondents in the selected schools and the selected number of persons in the UBE board. This was achieved by the researcher and two research assistants. Three hundred and eighty (380) copies were administered out of which three hundred and fifty (350) were retrieved.

Mean and standard deviation (SD) were used to answer the research questions, while Pearson Product Moment Correlation was employed to test the hypotheses. A weighed mean of 2.50 was used as the criterion mean.

RESULTS

Research Question 1: How does provision of instructional materials influence quality education delivery in primary schools in Rivers State?

Table 1: How provision of instructional materials influence quality education delivery in primary schools in Rivers State

S/N	Items	Mean	SD	Remark
1.	Instructional materials are made available for staff to carry out their duties with ease.	2.4943	1.18381	Disagree
2.	Teaching aids and other facilities are available and assessable for the teachers to performance their duties.	2.3457	.70846	Disagree
3.	The staff carryout their job with ease.	3.6629	1.24046	Agree
4.	Teaching materials are replaced before requests are made to avoid any breakdown in the process of teaching and learning.	2.1743	.37990	Disagree
5.	The staff are encourage to carryout task with available resources	3.7629	1.24046	Agree
Grand Mean		2.8880	.95061	Disagree

Data in Table 1 showed in item 1 showed that respondents disagreed that instructional materials are made available for staff to carry out their duties with ease with mean score of 2.4943 and SD 1.18381. In item 2 mean score of 2.3457 and SD .70846 which implied that respondents disagreed that teaching aids and other facilities are available and assessable for the teachers to performance their duties. In item 3 mean score of 3.6629 and SD 1.24046 showed that respondents agreed that staff carryout their job with ease. In item 4 mean score of 2.1743 and SD .37990 which implied that respondents disagreed that teaching materials are replaced before requests are made to avoid any breakdown in the process of teaching and learning. In item 5 mean score of 3.7629 and SD 1.24046 showed that respondents agreed that staff are encouraged to carryout task with available resources. Thus aggregate mean score of 2.8880 > 2.50 implied that respondents agreed that provision of instructional materials enhance to quality education delivery in primary schools in Rivers State.

Research Question 2: How does teachers' conditions of service influence quality education delivery in primary schools in Rivers State?

Table 2: How teacher conditions of service influence quality education delivery in primary schools in Rivers State

S/N	Items	Mean	SD	Remark
6.	Teachers close work at the stipulated time	2.1314	1.14351	Disagreed
7.	Staff have their tables and chairs and other materials for effective performance	2.4257	1.19786	Disagreed
8.	Salary paid to our staff is attractive and can take care of their basic needs.	2.8771	.48537	Agree
9.	Teachers are paid salaries and other entitlements as at when due.	2.9286	1.22908	Agree
Grand Mean		2.5907	1.01395	Disagreed

Analysis in Table 2 showed in item 6 mean score of 2.1314 and SD 1.14351 which showed that respondents disagreed that teachers close work at the stipulated time. In item 7 mean score of 2.4257 and SD 1.19786 showed that respondents disagreed that Staff have their tables and chairs and other materials for effective performance. In item 8 mean score of 2.8771 and SD .48537 which showed that respondents agreed that salary paid to our staff is attractive and can take care of their basic needs. In item 9 mean score of 2.9286 and SD 1.22908 which showed that respondents agreed that teachers are paid salaries and other entitlements as at when due. Thus, aggregate mean score of 2.5907 > 2.50 which showed that respondents agreed that teacher conditions of service relate to quality education delivery in primary schools in Rivers State.

Test of Hypotheses

H₀₁: Provision of instructional materials does not significantly influence quality education delivery in primary schools in Rivers State.

Table 3: PPMC test on influence of provision of instructional materials on quality education delivery in primary schools in Rivers State

		Provision of Instructional Materials	Quality Education Delivery
Provision of Instructional Materials	Pearson Correlation	1	.613**
	Sig. (2-tailed)		.002
	N	350	350
Quality Education Delivery	Pearson Correlation	.613**	1
	Sig. (2-tailed)	.002	
	N	350	350

** . Correlation is significant at the .05 level (2-tailed).

Table 3 showing N-value of 350, coefficient (r) value of .613**, p-value of .002 < .05, indicates that provision of instructional materials significantly influences quality education delivery in primary schools in Rivers State. Thus, the null hypothesis one was therefore rejected.

Ho2: Teachers conditions of service do not significantly influence quality education delivery in primary schools in Rivers State.

Table 4: PPMC test on influence of teachers’ condition of service on quality education delivery in primary schools in Rivers State

		Teacher Condition of Service	Quality Education Delivery
Teacher Condition of Service	Pearson Correlation	1	.532**
	Sig. (2-tailed)		.009
	N	350	350
Quality Education Delivery	Pearson Correlation	.532**	1
	Sig. (2-tailed)	.009	
	N	350	350

** . Correlation is significant at the .05 level (2-tailed).

Table 4 above shows N-value of 350, coefficient value of .532**, p-value of .009 < .05, meaning that teachers condition of service significantly influences quality education delivery in primary schools in Rivers State. Therefore, the null hypothesis two was consequently rejected.

DISCUSSION

Provision of Instructional Materials and Quality Education Delivery

Findings of hypothesis one implied that there is a significant relationship between provision of instructional materials and quality education delivery in primary schools in Rivers State. this is in line with Owolabi and Lawal (2022) who stated that material resources refer to usable and consumable facilities like chalk, textbooks, chalkboards, stationery and so on. Proper mobilization of material resources will result to effective teaching and learning, and it will further stimulate the interest of the teacher vis-à-vis the students.

Schools must be adequately equipped with material resources and these resources must be well mobilized to the areas of needs of the school. Classroom is a physical resources and it has the capacity to coat an impression that the teachers and students can hardly forget. The proper mobilization of resources makes the task of teaching and learning very easy, interesting and more relevant. Same is true of Adebayo (2019) who noted that physical resources are liken to be classrooms, library facility, laboratories, workshops, studios, office accommodation, hostel accommodation, chalkboard, decks, instructional material and information and communication technology.

Teachers Condition of Service and Quality Education Delivery

The findings of hypothesis two showed that there is a significant relationship between teachers condition of service and quality education delivery in primary schools in Rivers State. To buttress the position of the respondents, Ofoegbu (cf., 2018) stated that teachers who work under favorable conditions are more likely to be motivated and committed to their work, leading to better educational outcomes for students.

Furthermore, Adeyemi (cf., 2019) found that teachers' salaries are directly correlated with their job satisfaction and performance. The study indicated that in regions where teachers are paid competitive salaries and other entitlements, there is a noticeable improvement in their teaching quality and student outcomes. Conversely, inadequate pay often leads to low morale, absenteeism, and a higher likelihood of teachers leaving the profession. Job security is another crucial element. Evans (cf., 2020) noted that teachers who feel secure in their jobs are more likely to focus on their teaching responsibilities without the distraction of job instability.

CONCLUSION

The study found that instructional materials and conditions of service for teachers are directly linked to student performance and overall educational quality. Instructional materials such as charts, diagrams, and models play a crucial role in making things easier. Instructional materials are especially useful in the arts and sciences, where they can illustrate relationships and processes that are difficult to convey through text alone. The study established that schools with better conditions of service for their teachers tend to ensure quality service delivery, because teachers are more motivated and capable of delivering high-quality instruction.

Recommendations

- Government should ensure provision of instructional materials to teachers to enhance quality education delivery.
- Teachers working experience should be worth the while. Government and school administrators should provide conducive working environment and conditions for teachers in order to enhance quality education delivery in primary schools in Rivers State.

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