



Instructional Materials and Quality in Public Primary Schools in Southwestern Nigeria

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ABSTRACT

The study identified the instructional materials that are available and examined the level of its utilization in public primary schools in Southwestern Nigeria. In addition, it established the influence of instructional materials on instructional quality in public primary schools in Southwestern Nigeria. This study adopted descriptive design with a sample size of 450 respondents selected from the population of the study with the use of multi-stage sampling procedure. Instructional Materials Availability, Utilization and Instructional Quality Questionnaire (IMAIUQ) was used to collect data from the respondents which was trial tested on 90 respondents from selected public primary schools in local governments outside the selected ones for the study. The result revealed that chalkboard 450(100%) and textbooks 300(67%) are the predominant instructional materials available. Chalkboard 450(100%) was found to be sufficiently utilized. The result further showed that instructional materials have significantly influence on instructional quality in public primary schools in Nigeria. This is because the calculated value (4.82) is greater than the critical value (3.84) at 0.05 level of significance. The study concluded that there is inadequate utilization of instructional materials with their attendant consequences on instructional quality in public primary schools in Southwestern Nigeria.



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INTRODUCTION

The importance of instructional quality in primary schools around the world cannot be underestimated. This is because this level is the stem of secondary and tertiary levels of education and overall individual and society's development. Primary school's pupils should be provided with quality instruction to bring out the best in them, provide possibility for self-reliant and address inter-generational poverty. This level of education is the bone behind societal and welfare improvements. Primary education is a definite requirement for regular overall students' progression and development.

Instructional quality is the bedrock of primary education and it is critical to measure quality at the primary school level. Primary education is unequalled instrument to improve student opportunity to learn reading and do mathematics; to develop pupil's creative and communication skills; enjoy class activities and cultivate a desire to learn more, as well as the developing skills to take reasonable positions on issues; develop desirable social standards, moral, and religious values; become disciplined, physically fit, and healthy; develop aesthetic values and appreciate one's own and other cultures; develop awareness and appreciation of immediate environment and other nations; and for the international community, instill respect and love for one's own country and the need for peaceful coexistence; develop one's own talents; and promote the interests of others (Federal Republic of Nigeria FRN, 2014).



Primary school pupil's access to instructional quality increases their chances of gaining admission to secondary school of repute and to stand out among peers during local, national, and international competition. It also provides pupils with opportunity to the best of their abilities, develop their social, cognitive, cultural, emotional, and physical capabilities. Adekola (2018) informed that instructional quality can yield positive outcomes equal to or more than many interventions that are often more costly. Despite the importance of instructional quality, the quest for its improvement in Nigerian primary schools seems to be a serious concern considering the quality of students tuned out by public primary schools in the country.

Primary education is an extremely important and necessary tool for individual pupil to build solid educational foundation and societal growth and development. All over the world, parents, stakeholders, government and non-governmental agencies see investment in primary education as worthwhile for a better tomorrow for the pupils and the nation entirely as well as providing quality input and future for other levels of education particularly secondary education. This is because primary education is required to produce the needed quantity and quality product as input for secondary level of education.

In Nigeria, it is expected that primary school should be effective and productive for improved outcome. However, observation of public primary schools in the country shows some elements of inefficiencies. Many students at the public primary schools were performing poorly in examinations and not promoted or admitted in secondary schools of repute. Some dropped out of school hence, increase in the number of pupils that perform poorly and out of school children. These and many more contributed to wastage at the primary education level. This experience shows that the objectives of the primary education in Nigeria is far from being achieved hence inability of pupils to move to secondary school. The primary school head and teachers in southwestern Nigeria are confronted with the issue of convincing parents and other stakeholders of how adequate the teachers are fully utilizing the instructional materials to teach in their respective schools. Hence, the poor performance of public primary school pupils in internally and externally conducted examinations culminated in non-utilization of instructional materials, which negatively affect instructional quality when compared with happenings in schools and beyond.

Instructional materials are also referred to as learning support. They are gathering of both living and dead things as well as human and non-human materials improvised by the teacher or provided by the school which a teacher make use to bring life to the class and achieve the stated teaching objectives in a teaching and learning situation. Print (textbooks, pamphlets, handouts, study guides, and manuals), audio (cassettes, microphones, and podcasts), visual (charts, actual objects, photographs, and transparencies), audiovisual (slides, tapes, films, filmstrips, television, video, and multi-media), and electronic interactive (computers, graphing calculators, tablet and other devices with screens) are some examples.

Encouragement of pupils in primary school has been the focus of attention to scholars for some time. However, most of these scholars generally paid attention to variables of efficacies, effectiveness, motivation (Ajadi, 2015; Butterly 2014; Chinc 2006; Commonwealth Secretariat, 1993; Igbali, 2012; Saldon, & Blash, 2007), environment, school culture and climate, and funding (Ajadi, 2016; Angus, 2009; Lyons, 2002). Unlike several studies, this study focuses on instructional quality as a single most important motivating variable for pupils in public primary school in southwestern Nigeria.

In any educational institution, the success of students brings happiness to the teachers. As educators, we identified more with the success of our students and always feel proud having information about their good performance or achievement even after graduation. Contrarily, students are disappointed and frustrated when they have no quality instruction from their teachers. This will not encourage them and seems that both the parents and students have wasted their investment in education. Poor instruction is even more disastrous to primary school pupils who look up to their teachers as semi-god and give them the respect they hardly give their parents at home.

Instructional quality is also referred to the quality of teaching which focuses on improving student's achievement and interaction. The concept has been variously defined by various authors. According to Fauth et.al (2014) in Kadiri (2021) the term captures the characteristics of teacher's teaching attitude that positively influence student's academic and behavioural outcome. For instructional quality, Fenstermacher and Richardson (2000) stated that for instructional quality to bring the desired results, students must exhibit high level of readiness and commitment, in a friendly learning environment with effective teaching strategies adopted by the teacher. Quality instruction encompasses improvement in what the teacher teaches and what the student's learns. Bradeson (2019) concluded that instructional quality consists of two major concepts: good and effective teaching. A good teaching is when the topic requirements are achieved and effective teaching has to do with achievement of the objectives that is what the student's should comprehend in a subject, topic and period.

Tety (2016) posited that instructional quality is when teachers get to the class promptly with a robust toolkit using deep knowledge of the subject content in accordance with a set of acceptable practices leading to effective learning as stipulated in the books of the institution. Such instruction can only take place in a welcoming teaching environment where teachers collaborate as professionals that encourage students to learn. The concept is referred to as teaching for understanding according to Savasci (2021). It is based on the cognitive, emotional and social elements of the students to translate learning into meaningful understanding, properly designed and professionally managed. The authour stresses that the goals of giving instruction are intertwined with professional comprehension of teaching and how it could be deployed to improved individual's student learning. It is not only about employment of a teaching mode to address issues in the classroom but using appropriate methodology in the classroom for a specified cause. Anyadinwe (2018) concluded that instructional quality at the primary school level is hinged on the readiness and commitment on the part of the pupils in a classroom where teachers consider the age, subject, topic, time of the lesson and instructional materials, in choosing appropriate teaching method to ensure pupils' understanding.

Usen et. al. (2020) emphasized that instructional quality in primary schools brings about effectiveness of primary education which hinges on some considerable measure on the quality and quantity of instruction provided by the teacher in the school. In a study conducted by Ajani and Akogun (2020) of the six motivating variables assessed by 147 teachers-in-training in Early Childhood Education Department, University of Ibadan (i.e., instructional quality, quality of curriculum, interactive classrooms and effective classroom management, frequent assessment and timely feedback, school location, and conducive classroom for learning), the instructional quality was the most rated among the six variables motivating pupils to concentrate fully and take active participation in the class.

Manifestations of instructional quality in primary school pupils have to do with pupil's ability to read, understand, write and pass examination to gain admission to higher institution of learning and excel in life while applying the instruction to take informed decisions in life. Instructional quality seems inevitable in public primary schools but may be a mirage without availability and effective use of educational resources that reduce teacher stress and improve student learning. Instructional materials are those materials that allow students to acquire practical experiences that aid in the development of concepts and abilities and enable students to adapt to any circumstance in the society where they reside. They are important in primary schools since they assist the teacher and pupils in avoiding over-emphasis on rote memorization and recitation exercises that can easily take over a class session. Romiszowski (2019) posits that instructional materials improve understanding of abstract and generalization of concepts by making the lesson more practical.

Hilda and Bernard (2015), informs that using educational resources in primary schools is getting more attention because of the ways it attracts pupils' attention in the class. In the opinion of (Kadzera, 2006), using instructional materials to teach in the primary schools helps the teacher in explaining clearly topics for better understanding. It should be noted that instructional materials are means to the end, not end in themselves and it cannot be used in the absence of a



teacher but used by the teacher to simplify teacher's teaching. In a study conducted by Lockheed (2011), it was concluded that the use of instructional materials is crucial for both teaching and learning, and the implementation of curriculum could be very difficult without them. To Kochhar (2014) and Steel (2003), a teacher is more certain, efficient, and productive when they have adequate and pertinent teaching resources. Steel stated further that the using instructional materials to teach helps pupils to develop skills of managing conflict.

Mangal and Uma (2014) classified instructional materials as materials used daily for teaching and learning in the school to ensure student's interest in the process of teaching and learning. Those are used to explain subject content to students in the classroom. Ibe (2018) informs that ensuring successful teaching and learning is the primary goal of instructional materials because information is retained when explained with instructional materials. Hence, it is evidently clear that instructional materials can be referred to as key fundamental to the school activities. Paucity of instructional materials can trigger unpleasant reactions in teaching primary school pupils. Ajao and Babatope (2017) argue that the quality of instructional materials such as print, audio, visual, audio-visual and electronic interactive are important ingredient in improving instructional quality at any level of education. It is not the buildings, aesthetics, location themselves that are critical for effective primary school teaching and learning, but the standard of the instruction process using the available instructional materials.

However, instructional quality may not be achieved without the quality instructional materials which is critical in the achievement of objectives set for the level and the school. Fenstermacher and Richard (2020) informed that instructional materials are key elements to education because they play a significant role and serve as vehicle with well inflated tyres which assist effective teaching and learning. Anyanwu (2016) concluded that the availability of the needed instructional materials in the right proportion contributes to improved academic achievement, while its non-availability influences academic achievement of students negatively.

The idea of using instructional materials to improve instructional quality is as old as mankind. Teachers utilize instructional materials as tools to improve instruction and learning in primary schools. According to Abdu-Raheem (2016), tools are necessary for teaching and learning academic subjects in order to increase teachers' effectiveness and students' understanding learning outcome. Ajadi (2015) viewed instructional materials as improvised teaching aids that assists economics teacher to teach and achieve the behavioral objectives as stated in the note of lesson. Thus, it serves as a means through which teacher disseminate facts, knowledge and subject content more easily to students in the class. Education that hopes to promote instructional quality in the 21st century primary schools that follow a worldwide standard need to be improved with utilization of relevant textbooks, audio and audio-visual instructional materials in a conducive classroom. The Federal Republic of Nigeria (FRN, 2013) also emphasizes on fostering the creation and efficient use of cutting-edge textbooks and instructional resources in schools in order to make learning experiences for students more relevant and realistic. This suggests that the government of Nigeria is likewise aware that educational materials and textbooks cannot be under-rated in advocating better understanding, assimilation and reproduction of what the pupils learnt in the class. Thus, it encourages participation especially if pupils are involved in improvising the instructional materials.

According to Faponle (2020), educational resources can be categorized between audio and video. Materials include audio instruction materials that aid pupils learning by listening to them. This include among others according to Ajadi (2015) improvised materials, practical demonstrations, relevant textbooks, radio, cardboard containing pictures, maps, charts and models relating to the topic being taught. On the other hand, audio-visual materials are those which assist pupils learning by listening to and seeing the materials. Hence, pupils' stimulus of sight and hearing must be functioning simultaneously appropriately. The material includes among others: television, multi-media and overhead projectors.

However, instructional materials alone cannot accomplish any of the associated values. Their relevance depends on what the instructor does with them. This indicates that the way in which these resources are handled and used in the classroom is very germane. Teachers need to know

how to use and manage instructional materials if they are to be used in a meaningful way. It is required of the teacher who employs these tools to focus students' attention on the utilization of the teaching resources throughout lesson delivery. The smart teacher will always use educational resources to pupils' comprehension. Lack of access to teaching resources or non-utilization of the available ones for teaching in public primary schools have allegedly had a negative impact on pupils' performance at this level (Adekunle, 2016). In Nigeria, there have recently been discussions and disagreements regarding reasons for increase in the number of absent primary school students especially in the Northern part. Parents, teachers, and pupils have been blamed for this. Despite the contributions of those identified towards the falling standard of education in Nigerian primary schools, Berliner (2015), Akinlola (2018), and Afolabi (2020) also found unavailability and non-utilization of instructional materials as potent variable.

Utilization of instructional materials has been described by Gant (2017) as the actual use of the educational facilities and resources by the school tutors and teachers. The achievement of educational objectives greatly relies on how the teacher make use of instructional materials. Therefore, its utilization is a good indice of a quality instruction. In support of this, Adekunle (2016) informed that teaching is usually facilitated, and better retained when there is utilization of appropriate instructional materials which propels pupils' active participation in the lesson. The use of instructional tools for efficient teaching in classrooms promotes the student's active engagement in government owned primary school in Oyo State.

Utilization of instructional materials at the primary educational level is as paramount as the achievement of the set goals and objective. Effective pupil's learning is likely to be a mirage or not seen without the utilization of suitable teaching resources and at the right time. Amadi and Amaka (2020) informed that pupil's learning result could be seen by the teacher, parents, and the society if appropriate instructional materials are deployed appropriately during the teaching. According to Olagunju and Abiona (2008), usage of instructional materials is the method used to systematically distribute educational content, controlled, organized and deployed, in order to meet the stated objectives. The authors further state that, available instructional materials should be utilized to pave ways for pupils to acquire desirable learning competencies. Hornby (2004) defines utilization as a process whereby available materials at individual's or institutional disposal are utilized to derive maximum satisfaction or achieve the sated goals. It had been established that using educational resources in the classroom was beneficial by yielding improvement in learning. Coombs (2006) points out that there is an association between acquisition of numerical knowledge and utilization of instructional materials even with regard to primary school teaching and learning. It is essential to note that having educational materials available in public elementary schools is useless if they are not used. This indicates that using the teaching resources already accessible is essential to deliver quality primary education.

Adekunbi (2018) concludes that the use of educational resources and successful achievement are positively correlated at all levels of education. Therefore, pupils are more retained and exhibit concentration in schools that utilizes instructional materials. Hence, perform better than those in schools that use none of the teaching resources. The inadequate nature of the teaching materials negatively affects its utilization. This is supported by Bagdad and Desmond (2017). However, it has also been found by Ajala (2017) that schools with enough instructional materials may rarely utilize them efficiently and effectively. Hence, has no contribution to pupils' performance. On the other hand, schools with few resources may utilize the few available effectively and this may have meaningful contribution to learning. Therefore, teachers should be able to maximize the usage of the available instructional resources to effectively achieve educational goals. Utilization of available resources is more important than its availability. Thus, it is not making instructional materials available to schools that is the most important, but getting those available materials utilized by teachers will enhance pupils learning.

In primary schools, the utilization of educational materials is crucial. This is because it is believed that primary school students struggle with understanding abstract, subject matter and grammar from the teacher without sighting, touching or feeling concrete object that relates to the topic being treated. Ogunniran (2014) concludes that non-utilization of instructional materials



may have negative effect on the grades of pupils at the primary school leaving school certificate examination. Teachers and stake holders in education have blamed the issues of out-of-school primary school pupils in Nigeria on the degree of accessibility and use of educational resources (Adeolu, 2015). Nevertheless, teaching and learning activities are influenced by other indices, such as educational resources, teacher's experience, teacher's variables, school plant, students' demographic variables and many more.

It is impossible to overstate the value of instructional materials in any teaching or learning process. This is because these resources make teaching and learning easier, more engaging, and concrete. Instructional materials are crucial for improving teaching and learning because they give students opportunities to learn in new ways, expose them to a variety of learning activities, and increase the effectiveness of the teacher by giving one-on-one tutorials and response guidance for small groups of students and individuals. They also encourage greater enthusiasm in studying, keep students' attention, offer chances for interaction with the outside world (such as on field trips and excursions), and encourage knowledge gathering (NTI Manstall, 2006).

In light of this, the researcher seeks to determine the extent to which instructional resources are accessible and used in public primary schools to facilitate successful teaching in southwestern Nigeria.

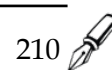
Primary school is the bedrock of other levels of educational levels and what students become in life. If instructional materials are well provided and utilized at this level, it is expected that instructional quality will be delivered. However, it seems that instructors in Nigeria's public primary schools do not explore to the fullest the use of the educational resources accessible for both teaching and learning. Hence, issues with instructional quality which now becomes a serious concern to all parents and government in Nigeria. The parent on their part accuses the teachers of not performing their duty effectively while the teachers blame the government for not providing enough instructional materials to enhance teachers and pupils' interaction in public primary schools. This is against the position of the Federal Republic of Nigeria (2013) that instruction in primary schools will be enhanced by the use of instructional materials to enhance learning and understanding in primary schools. As a result, in this study, the availability and use of teaching materials in public primary schools were examined in southwestern Nigeria.

Purpose of the study

The study identified the instructional materials that are available and examined the level of its utilization in public primary schools in Southwestern Nigeria. The study also established the influence of instructional materials on instructional quality in public primary schools in Southwestern Nigeria.

RESEARCH METHOD

This study used the descriptive research design. All public primary school headmasters in the six states (Lagos, Ogun, Oyo, Osun, Ondo and Ekiti) that make up the southwestern Nigeria were included in the study population. Random sampling technique was used to choose three states (Lagos, Osun and Ekiti) from the six states, and three local government from each of the states. Purposive random technique was used to select five primary schools in each of the local governments with a population of more than 10 teachers. Finally, random sampling technique was used to select 10 respondents from each of the selected schools making a total of 50 respondents selected from each of the three local government selected in each of the three states used for this study. In total, a total of 450 respondents were selected for this study. Instructional Materials Availability, Utilization and Instructional Quality Questionnaire (IMAUHQ) was used to collect data from the respondents which was trial tested on 90 respondents from selected public primary schools in local governments outside the selected ones for the study. Descriptive statistic was used to address the two research questions and inferential statistic to test the only hypothesis raised for the study.



RESULTS AND DISCUSSION

Results

Research Question 1: What educational resources are offered in public primary schools in southwestern Nigeria?

Table 1. Instructional materials in public primary school

Items	N=450	
	Available (%)	Not Available (%)
Chalk board	450 (100)	-
Text/Reference books	300 (67)	150 (33)
Flannel board and cutting charts	120 (27)	330 (73)
Photographs and pictures	180 (40)	270 (60)
Flashcards	100 (22)	350 (78)
Projected pictures	-	450 (100)
Movies and games	50 (11)	400 (89)
Television	20 (4)	430 (96)

Table 1 showed the various instructional materials available in public primary schools in southwestern Nigeria. All over the schools sampled in this study, respondent checked chalkboard (100%) and textbooks (67%) as the predominant instructional materials available. Others such as flannel board (27%), photographs and pictures (40%), flashcards (22%), games (11%) and television (4%) are not available in many schools but a few. This finding showed that many public primary schools in the southwestern Nigeria are poorly equipped with instructional materials which has implications for teaching and learning.

Research Question 2: What is the level of utilization of instructional materials in public primary schools in southwestern Nigeria?

Table 2. Utilization of instructional materials in public primary schools

Items	N=450			
	Always (%)	Very often (%)	Occasionally (%)	Not use at all (%)
Chalk board	450 (100)	-	-	-
Text/Reference books	180 (40)	120 (27)	-	150 (33)
Flannel board and cutting charts	-	20 (5)	100 (22)	330 (73)
Photographs and pictures	40 (9)	50 (11)	90 (20)	270 (60)
Flashcards	-	50 (11)	50 (11)	350 (78)
Projected pictures	-	-	-	450 (100)
Movies and games	-	-	50 (11)	400 (89)
Television Lessons	-	-	20 (4)	430 (96)

Table 2 showed the proportion of available teaching resources that are used in public primary schools in southwestern Nigeria. Given the available instructional materials, chalkboard (100%) was found to be sufficiently utilized in all the sampled schools in southwestern Nigeria. Utilization rate of the available textbooks was not uniform among respondents. While some utilize the materials always (40%), some utilize it very often (27%), others do not utilize it all (33%). Every other material that are available in the sampled schools are predominantly utilized either occasionally or not utilized at all.

Hypothesis 1

Instructional materials do not significantly influence instructional quality in public primary schools in Southwestern Nigeria?

Table 3. Influence of instructional materials on instructional quality

Variables	Yes	No	N	Cal. X ²	Tab. X ²
Instructional Materials	120	70	190	4.82	3.84
Instructional Quality	150	110	260		
Total	270	180	450		

*Significant, $df=1$, $P<.05$



Table 3 showed the statistical influence of instructional materials on instructional quality in public primary schools in Southwestern Nigeria. The result showed that the calculated value (4.82) is greater than the critical value (3.84) at 0.05 level of significance. This implies that instructional materials have significantly influence on instructional quality in public primary schools in Southwestern Nigeria.

Discussion

Based on the result obtained from research question one, the chalkboard and textbooks that are predominantly available might not be unconnected to the fact that chalkboard is part of the facility needed in the classroom on which the teacher write notes or the lesson for the pupils. Hence, without this, teacher will not be able to teach effectively at this level of education. The construction of chalkboard does not need additional funding from the government since it is already part of the classroom. As regards textbooks, this is made available to the teachers on subject basis by the ministry of education. The textbooks are specified by the ministry hence, teachers in public primary schools in the selected areas do not go outside the prescribed textbooks to teach the pupils. Teachers do not need to buy the textbooks with their money because it is supplied on sessional basis. In the case of other instructional materials that are non-available, this might be as a result of poor funding of public primary schools in Nigeria and the kind of attention given to this level of education by the government. It might also be due to ineffective supervision of instructional quality in primary schools. This should have been revealed during the supervision and appropriate remedy taken.

No wonder that Anyanwu (2016) concluded that the availability of the needed instructional materials in the right proportion contributes to academic achievement, while its non-availability influences academic achievement of students negatively. In the same vein, Adekunle (2016) submitted that unavailability of instructional materials or non-utilization of the available ones for teaching in public primary schools have been perceived influence the academic performance of students negatively. This might have reputation for none well performance of students. In addition, it may further have unpalatable implication for the students' academic performance. To further buttress the finding of this study, Adeolu (2015) in his study found that teachers and stake holders in education have blamed the issues of out-of-school primary school pupils in Nigeria on the degree of accessibility and use of educational resources.

From the result obtained from research question two, teacher level of utilization of chalkboard might not be unconnected to the fact that they must write lesson, give notes for pupils to copy on the chalkboard. Chalkboard is also used to give class and home assignment. However, the level of utilization of textbooks was not uniform probably because some of the teachers have been teaching at this level of education over the years. They are already familiar with the subject content. The teacher also prepare lesson note which guide their teaching as against textbooks. Teachers may not necessarily bring textbooks to class to teach pupils at this level.

This result is in line with the findings from Adekunle (2016), which demonstrated that non-use of instructional materials for teaching in public primary schools are believed to have a negative impact on pupils' performance at all levels. To further corroborate this result, Adekunbi (2018) also discovered a link between effective use of instructional materials and overall good performance at all levels of educational institutions. This, according to Ogunniran (2014), is because non-utilization of instructional materials may have negative effect on the grades of pupils at the primary school leaving school certificate examination. This may be why Amadi and Amaka (2020) informed that pupil's learning result could be seen by the teacher, parents and the society if relevant instructional materials are deployed appropriately during the teaching.

The result showed that the calculated value (4.82) is greater than the critical value (3.84) at 0.05 level of significance. This is in tandem with the finding of Adeolu (2015) that teaching and learning activities are influenced by indices such as instructional or educational resources, teacher's experience, teacher's variables, school plant, students' demographic variables, and many others.

CONCLUSION

The study identified chalkboard, text/reference books, flannel board and cutting charts, photographs and pictures, projected pictures, movies and games, and television as instructional materials available at various degrees in public primary schools in Southwestern Nigeria. Chalkboard (100%) and textbooks (67%) are the predominantly available instructional materials while others are not available in many schools but a few. The study also established the various levels of utilization of the available instructional materials. Chalkboard (100%) was found to be sufficiently utilized in all the sampled schools in Southwestern Nigeria. Utilization rate of the available textbooks was not uniform among respondents. Every other instructional material aside chalkboard and textbooks are occasionally or not utilized at all for instructional delivery. Finally, study revealed that instructional materials have significantly influence on instructional quality in public primary schools in southwestern Nigeria with a calculated value of 4.82. Government should ensure prompt payment of primary school teachers' emolument to encourage them to put in their best since pupils at this level needs more attention. The school should ensure a cordial relationship between the school, community, and parents.

To solve some of the challenges of availability and utilization of instructional materials vis-à-vis instructional quality in the public primary schools in southwestern Nigeria, the government should make adequate provisions for relevant instructional materials to aid primary school pupils learning and organize training for newly employed and old teachers on the use of instructional materials to teach in the public primary schools in Southwestern Nigeria. The school head should monitor teacher's teaching activities and ensure that appropriate instructional materials are deployed by the teacher during teaching. Finally, parents should play their supportive role by making available to their children some easy to come by instructional materials around the home like cut-out from magazines, empty containers, photographs, cartons, and cardboard.

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