



Assessment of Resources for the Teaching of English Language at Upper Primary Schools in Oke-Ogun Area, Oyo State, Nigeria

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Abstract

The study assessed the level of availability and adequacy of human and material resources in the teaching of English language in selected primary schools in Oke-Ogun Area of Oyo state. The study adopted the survey research design. A total of forty (42) upper primary school teachers from ten (10) primary schools that were randomly selected from two (2) local government areas of Kajola and Iwere-Local Governments in Oke-Ogun Area of Oyo state participated in the study. Three research questions were raised and an attempt was made to answer them. The instrument used were Inventory on Resources ($r=1.45$) and Resources Adequacy Inventory ($r=1.06$). Data collected from the study were analyzed using descriptive research statistics of frequency counts, simple percentage, mean and standard deviation. Findings revealed that teachers and other non-human resources were not adequate. Based on the findings, it was recommended, among others, that government should endeavour to provide schools with resources needed by the teachers to effectively discharge their duties.

Keywords: Assessment, Resources, Availability, Adequacy, English language

Introduction

English is a major subject in the Nigerian school system because it is considered a core school subject and almost all the other subjects in the school curriculum are taught using the English Language. Apart from being a medium of instruction from upper primary to tertiary levels of education, English is offered as a compulsory subject at all levels of education in Nigeria. As a subject taught and learned within the Nigerian school system, the different skills of the language are taught as part of English

studies curriculum from primary to post-primary levels of education. Proficiency in the different skills of the English language – listening, speaking, reading and writing – is required for academic and career success.

A cursory look at classroom practices in English language at primary schools in Oke-Ogun Area of Oyo State of Nigeria is a far cry from the ideals (Amuseghan, 2007). This is because, according to Fakeye (2002), the teaching of the English language in most classrooms does not provide



enough opportunities for the learners to develop communication skills. Most of the teachers in upper primary schools in the Oke –Ogun Area of Oyo State, Nigeria are most concerned with disseminating facts, information and principles on how to do this or that in language classroom than teaching language skills or allowing students to do and learn, practice and engage in language activities aimed at acquiring communicative skills or competence. Therefore, the challenge posed in this situation has become one of the greatest areas of concern in our educational system in recent times, particularly at the upper primary schools, which witnesses a remarkable decline in both communicative and linguistic competence of the learners of English. The situation at the primary school level is that the motivation is to pass English (at the common entrance) and not to master it. However, in the real sense of communicative situation, the ability to understand a language and to produce it in actual communication is not the same as meeting a descriptive standard which examination-oriented teaching emphasizes.

Obanya (2008) posited that interaction in English language classroom should be in form of multi-way and multi-media exchanges (verbal and non-verbal) in the conduct of classroom teaching and learning activities, and this is significantly absent in our classrooms. Obanya concluded that what is obtained in the classroom of English language teaching and learning process, according to research

and anecdotal evidence, is frontal teaching characterized by a heavy reliance on the textbook as the exclusive teaching-learning materials; reading aloud by the teacher followed by recitation and limitation reading round the class by pupils (learners); very little respect is accorded to the primacy of oracy in language teaching and learning; an undue rush to finish the textbooks, a sign of also 'covering the syllabus'; and devotion of a considerable amount of time to practicing exam-type skill. The situation that arises from the problems above is inimical to the perceived or intended curriculum outcome of ESL at the primary schools and even beyond the academic purpose in the larger society.

Also, Awolere (2016) confirmed the poor state of teaching and learning of English at the primary school level when he reported that: “after years in primary school... many of the pupils still performed poorly. Pupils' answers to the common entrance English questions showed that quite a number of them were not adequately exposed to the skills of English language. Discussions and debates often characterize the low level of communicative skills of Nigerian primary school pupils. Many scholars, linguists and curriculum planners have identified a lot of factors responsible for these ugly and disappointing situations despite the huge investment on education by individuals, parents, government and groups or societies. For example, Adekunle (2000) attributed this unabated problem to “the



absence of a well-defined objective, the dearth of trained language teachers, the lack of adequate teaching materials and the use of strangely unrealistic syllabuses and testing devices". Ajayi (2002) added to the factors of the poor performance in English among the primary school pupils, the seeming absence of enrichment materials in the schools nowadays.

Previous studies aimed at improving teaching and learning of English in Nigeria schools focused largely on interventions through teaching strategies (Kolawole, 1998; Fakeye, 2002; Ogunyemi, 2014; Olagbaju, 2014; Awolere, 2016). Some other studies focused on student factors (Idialu; 2014; Ajayi, 2002). It can be deduced from earlier research focus that not much attention has been given by researchers to evaluation of resources for teaching upper primary English, especially in Oke-Ogun area of Oyo state. However, no matter how effective an instructional strategy is, it must be effectively combined with teaching resources before learning can occur. Some of these resources which include instructional materials (ICT laboratory, language laboratory and teaching aids) qualified teachers and co-curricular activities (library utilization, field trips and club activities) have not been conclusively investigated. This means that the focus of research needs to be further directed towards factors such as teaching resources to improve the teaching of English studies at the upper primary schools in Oke-Ogun Area of Oyo State.

One of the problems facing the communicative competence in our primary schools today is the teachers' inability to access, improvise and use the necessary enrichment materials that can stimulate the desired intellectual development and communicative competence in the English language among pupils. According to Ajayi (2002), many primary schools do not have libraries, and those who have could not afford the high cost of novels and even where novels are available, they are too few to cope with the ever-increasing pupils' enrolment due to population explosion in schools. Some of the fascinating teaching materials such as the newspapers have largely been ignored in the teaching and learning in primary schools. Enrichment materials and activities refer to initiatives, recommended, provided or improvised, to support and facilitate robust academic activities in order to achieve desirable educational goals or objectives even beyond schools. Such enrichment materials or activities include supplementary textbooks and other instructional materials such as tape-recorder, video tape, camera, pictures, charts, diagrams, discussions, debates, radio, newspapers, magazines, maps, globes, projectors, films etc. Scholars have identified immense benefits of making use of instructional materials in teaching. Teaching resources could be human or material. Human resources are qualified personnel (teachers) while material resources are instructional materials used in the teaching and learning of English as a second



language in Nigeria.

English language teachers are the implementers of the English language curriculum, they interact with the learners at the implementation stage as they actually transmit the content designed to the learners. The teachers of English in primary schools must be well qualified and experienced. In addition, they must be available and adequate. The activities of the teacher connote teaching because they are aimed at facilitating the intellectual understanding and mastery of English language as a subject and day-to-day language. The quality and quantity of English language teachers is one of the major factors affecting the proper implementation of English language curriculum.

Another factor responsible for poor implementation of the English language curriculum is lack of adequate and relevant infrastructure which results in large or overcrowded class sizes (Akinsola, 2012). Poor teaching and learning materials i.e. textbooks, writing materials and instructional materials; constitute another major hitch in the effective teaching and learning of English in schools. Oluwagbohunmi and Abdu-Raheem (2014) reiterated that effective teaching and learning can be expected if quality materials supporting the curriculum are made available to teachers and teachers avail themselves of such materials.

Adeosun (2002) asserted that through the use of technological-driven

resources in teaching, the world could be brought to the classroom. Similarly, the use of computers, overhead projectors, interactive smart boards and other electronic devices as resources in teaching have been found to enhance students' performance. To Ofodu (2009), modern technology can be effectively employed as resources to make the process of teaching easy, exciting, instructing and interesting. The use of Information and Communication Technology (ICT) has significantly influenced pedagogy and instructional procedures in schools. This is because instructional materials and textbooks are now very affordable and available in electronic formats.

Instructional materials such as Information and Communication Technology (ICT), computers, e-books and other materials have been found to improve the quality and quantity of learning. ICT is a very useful tool in the teaching and learning of languages. Also, Ofodu and Oso (2017) noted that ICT is best used in teaching English language as it offers special visual demonstrations and illustrations. With the use of resources such as language laboratory for speech demonstration and listening drills, students can be effectively taught to articulate speech sounds. Ofodu (2009) reported that world processing and communication software were found to have contributed to the development of pupils' language and communication skills. Ofodu and Oso (2017) reported the findings of several studies that rely largely on self-reporting that most learners feel that



using ICTs make them more effective as learners because exercises in language learning can be provided through the use of ICT. This is because instructional resources facilitate the understanding of difficult concepts as well as the teaching and learning of the reading skills. Moreso, the resources make it easier for learners to follow, understand and retain content of the lesson (Mubichakani and Koros, 2014).

The argument above implies that failure to provide instructional resources may impact on meaningful teaching and learning of English reading skills. Twoli, Maundu, Muindi, Kiio and Kithinji (2007) support this view by arguing that the teacher needs to select and use a wide variety of instructional resources when teaching to take care of individual differences in class. This is because the resources make the teaching and learning processes complete and functional. However, as important as resources are to the effective teaching and learning of English language in schools, it has been discovered that those resources are either unavailable or inadequate.

According to Ofodu 2009, creating effective schools in developing countries is a very difficult task because many schools lack the barest minimum of the necessary resources needed for a school to function. Thus, it is the prerogative of the teachers of English language to make instructional resources an integral part of their instructional process (Minae, 2004; N'Namdi, 2005; Lindsay and Knight,

2007). Fakeye (2002) argued that textbooks are important in improving students' performance. Lockheed and Verspoor (1990) regarded textbooks as the single most important instructional material. Ambuko (2013) supported this view by auguring that availability of reading resources is a crucial aspect in language learning. He notes that a student will require a variety of reading materials. Junias (2012) conducted a study on factors affecting the teaching of English reading skills in a second language of grade 3 learners and established that insufficient reading resources, poor teaching methods, insufficient teacher and learner interactions and overcrowded classrooms were significant factors that made the teaching of reading skills unsuccessful. A study by Jamison, Searie, Galda, and Heyneman (1981) in Nicaragua found that those children who were randomly given textbooks scored significantly higher than those who did not get the textbooks. Awolere (2016) also found that instructional materials, textbooks, the presence of a school library, and the length of days were major factors in students' achievement.

In addition, www.schoollibrariesadvocacy.org.uk stressed that libraries make a great contribution to literacy and achievement in general. Adeosun (2002) posited that while education is an eye-opener, the library is the tool for opening the eye and its neglect will impair the acquisition of knowledge. Meanwhile, the Nigerian government through the National Policy on



Education (FGN, 2013), Section 10 which is termed Education services, has provided for library services in schools. It is therefore important for schools to provide library services and the teachers to make use of such opportunities in the preparation of lesson notes. This is supported by the Information Management Associates (2002: <http://www.lifelonglearning.co.uk>) who noted that it is clear that libraries make a real contribution to the teaching and learning process. It has been found that libraries can build independence in learning; foster study and information handling skills; help motivate pupils to learn and offer conditions that encourage absorption in task and promote self-esteem. However, according to Kolawole (1998) libraries can only have a full impact on achievement if they have the following three components in place: quality resources, skilled librarians, and the cooperation of all subject teachers. Further still, Adeosun (2011) averred that the use of computers and Information and Communication Technology (ICT) as teaching aids has been found to enhance students' performance in English language. Ofodu and Oso (2017) submitted that the use of technological resources such as Information and Communication Technology (ICT) in teaching can be used to give the learners more experience and can effectively pass for a new method and a point of departure from the traditional teaching method. When used as teaching resources, ICT can proffer solution to teaching-learning problems, aid knowledge

recall/transfer and help students overcome the social problems posed by the chalk and talk method of instruction.

Similarly, the teacher is another factor in the resources that determine students' achievement in English language. The personal characteristics and qualification of a teacher among other things have been found to contribute to learning. However, Dada, & Babalola (2014) reported that apart from material resources, there seem to be the problem of inadequate personnel in schools. They further submitted that it is a common thing in schools to see that some teachers that are designed to teach English language are not actually graduates of English language but teacher(s) that the school or management just feels has the command of the English language. In actual fact, ability to speak the language does not translate to ability to teach it efficiently. Knowing the language is one thing while being trained to teach it is another thing. The situation of non-experts being allowed to teach the English language in schools, as we see in some schools nowadays, is unwholesome.

Studies have investigated the effectiveness of instructional materials (technical, electronic or manual) on the instructional procedure. Kolawole (1998) and Ogunyemi (2014) agreed that there is a need for teachers to make use of appropriate instructional materials in the process of teaching if the method or instructional strategy employed will be effective. These



scholars seem to be saying that the use of instructional materials in teaching is non-negotiable and should not be sacrificed for the use of innovative instructional strategies. Also, the use of ICT, language laboratory, charts and other teaching aids such as dictionaries, audio-based media or tapes in the teaching of English language is very important.

Availability refers to services/resources that can be obtained in the discharge of certain functions. Hornby (2003) asserts that availability refers to resources ready to be used, able to be used or that can easily be found and used. It can be deduced from Hornby that availability is a state of making provision for a satisfactory standard requirement in terms of teaching resources to enhance effective instructional activity in a particular subject. In other words, availability can be defined as human and material resources ready for use in teaching-learning process. In recognition of the importance of availability of resources in teaching Olaitan, Ekong, Onyesom and Okolocha (2013) noted that no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant materials and activities as well as concrete experiences. The importance of availability of resources cannot be over-emphasized in the teaching and learning of English language in schools. The availability of resources/instructional facilities, equipment and supplies as well as adequate personnel motivates the learners, increases the teacher's

efficiency and promotes the productivity of the teacher. Facilities, supplies and equipment provision are important aspect of English language instruction. Standard facilities and equipment are essential prerequisites to good and impressive performance. Lack of adequate and standard facilities and equipment hampers effective learning in many ways. The scarcity of facilities, supplies and equipment could therefore constitute a big clog in the wheel of successful teaching in schools. Availability as will be used in this study therefore means human and materials resources ready for use in teaching of English language.

Statement of the Problem

The importance of resources in the teaching and learning process cannot be less-emphasized. There is a general belief among experts that both human and material resources are the essentials that must be put in place and into proper use to enhance the teaching and learning of English language, as well as to achieve the specified objectives of education. Effective implementation of curriculum cannot be done without adequate provision of resources. Despite the recognition of the importance of resources in teaching-learning enterprise, there seem to be gross unavailability and inadequacy of resources for the teaching of English language in primary schools especially in Oke-Ogun area of Oyo State –the locale of this study. This study, therefore, investigated availability and adequacy of resources in teaching English



language at the upper primary schools in Oke-Ogun Area of Oyo State, Nigeria.

Research Questions

1. What are the teaching resources available in the study area?
2. Are human resources in the selected primary schools adequate in supply?
3. To what extent are the material resources adequate for the teaching of English language in the study area?

Scope of the Study

This study assessed availability and adequacy of education resources for the teaching of English language in selected upper primary schools in two Local Governments Areas in Oke-Ogun, Oyo State.

Methodology

Research Design

This study adopted the survey research design because of its suitability and appropriateness since the study is concerned with the description of an existing phenomenon.

Population of the Study

The population of the survey comprised all the English language teachers in public primary schools in Kajola and Iwere-Ile Local Government Area of Oyo State.

Sample and Sampling Techniques

There are 10 Local Government Areas in Oke-Ogun area. Random sampling was used to select two Local Government Areas (that is, Kajola and Iwere-Ile Local Government Areas) and five upper primary schools were

randomly selected from each of the Local Government Areas for the study. All English language teachers in the selected schools participated in the study. In all, a total number of 42 English language teachers that were in the two Local Government Areas participated in the study.

Research Instrument

One instrument tagged 'English Language Teaching Resources Availability and Adequacy Inventory (ELTRSSI)' was used in the course of this study for data collection. The instrument was designed by the researcher to ascertain the resources available in the school for the teaching and learning of English language as well as the level of their adequacy. It comprised a list of expected human and material resources in primary schools. The inventory was divided into three sections – Section A, B and C. Section A contained the name and location of school. Section B presents a list of human and material resources required in a school for the effective teaching and learning of English language. Spaces were provided to indicate the availability or otherwise of the itemized resources in the teaching of English language. Responses were scored using 'Very Much Available', 'Available' and 'Not Available' response format. 3 point was awarded to 'Very Much Available' response, 2 points to 'Available' response, while 1 point was given for 'Not Available' response. Section C also contained a list of human and material resources required in a school for the effective teaching and learning of English language. Spaces were provided to indicate the adequacy or otherwise of the itemized resources in the teaching of English language. Responses were scored using 'Very Much Adequate',



'Adequate' and 'Not Adequate' response format. 3 points was awarded to 'Very Much Adequate', 2 points to 'Adequate' response, while 1 point was given for 'Not Adequate' response.

This instrument was given to two language experts in the School of education, Emmanuel Alayande College of Education, Oyo, who perused it to ascertain its face and content validity and their suggestions were considered in preparing the final draft. This instrument was trial tested on a sample of English teachers in three primary schools in Oyo Township that were not included in the main study using two raters and cronbac's Alpha was determined using

Scott's Pie and co-efficient of 0 .65 was obtained.

Procedure for Data Collection

The researcher got the permission from the Headmaster of the selected primary schools. The Headmaster later handed the researcher to the assistant headmaster. The researcher was conducted round the teaching facilities in the schools for the purpose of assessing their availability and they were assessed on the spot with the participating teachers..

Method of Data Analysis

Data collected from the study were analyzed using descriptive statistics of frequency count, simple percentage, mean and standard deviation.



Results:

Research Question 1: What are the teaching resources available in the schools?

Table 1: Available Teaching Resources in the Schools for English Language Teaching and Learning
N = 10 (No. of schools)

S/N	Resources	Available (%)	Not Available (%)	Mean	Std. Dev.
	Human Resources				
1.	English language teachers	10 (100.0)	-	2.10	.316
2.	Language laboratory attendant	-	10 (100)	1.00	.000
3.	School librarian	2 (20.0)	8 (80.0)	1.20	.422
	Material Resources				
4.	Standard school library	1 (10.0)	9 (90.0)	1.10	.316
5.	Standard English language textbooks	10 (100.0)	-	2.20	.422
6.	Supplementary reading materials	3 (30.0)	7 (70.0)	1.50	.850
7.	English language workbooks	5 (50.0)	5 (50.0)	1.60	.699
8.	Thesaurus dictionary	3 (30.0)	7 (70.0)	1.30	.483
9.	English pronouncing dictionary	4 (40.0)	6 (60.0)	1.40	.516
10.	News Papers	10 (100.0)	-	2.20	.422
11.	Language laboratory	-	10 (100)	1.00	.000
12.	ICT laboratory	3 (30.0)	7 (70.0)	1.30	.483
13.	Overhead projector	3 (30.0)	7 (70.0)	1.30	.483
14.	Computer sets for language teaching	-	10 (100)	1.00	.000
15.	TV sets for language teaching	-	10 (100)	1.00	.000
16.	Internet facilities	3 (30.0)	7 (70.0)	1.30	.483
17.	Electric board	-	10 (100)	1.00	.000
18.	Bulletin boards	10 (100.0)	-	2.30	.483
19.	Charts for teaching English language	6 (60.0)	4 (40.0)	1.80	.789
20.	CD/DVD Player	4 (40.0)	6 (60.0)	1.40	.516

Values in parentheses are percentages (%)

Table 1 shows the results of the analysis of data collected on the available resources for the teaching of English as second language in school. From the inventory taken on the available human resources in all the selected primary schools, totaling 10 (100%), (20%) out of the 10 (100%) sampled schools claimed to have school librarian. None of the sampled schools (0%) had language laboratory attendant.

From the inventory taken on the available material resources in the sampled schools, the result reveal that the following resources are available for the teaching and learning of English language: Standard school library 1 (10%), Standard English language textbooks 10 (100%), Supplementary reading materials 3 (30%), English language workbooks 5 (50%), Thesaurus Dictionary 3 (30%), English pronouncing dictionary 4



(40%), News papers 10 (100%), ICT laboratory 3 (30%), Overhead projector 3 (30%), Internet facilities 3 (30%), Bulletin boards 10 (100%), Charts for teaching English language 6 (60%) and CD/DVD Player 4 (40%). However, finding from this table revealed that material resources like language laboratory, computer sets for language teaching, TV sets for language teaching, and electric board are not available at all.

Research Question 2: Are human resources in the selected primary schools adequate in supply?

Table 2: Adequacy of Human Resources for English Language Teaching
N = 10

S/N	Human Resources	Adequate (%)	Not Adequate (%)	Mean	Std. Dev.
1.	English language teachers	2 (20.0)	8 (80.0)	1.20	.422
2.	Language laboratory attendant	-	10 (100)	1.00	.000
3.	School librarian	-	10 (100)	1.00	.000

Values in parentheses are percentages (%)

Table 2 shows the result of the analysis of data collected on the adequacy of human resources for the teaching of English as a second language in schools. From the table, it is revealed that English as a second language in schools. From the table, it is revealed that English language teachers are available in all the sampled schools. However, out of the 10 (100%) sampled schools only 2, representing 20% of the total sampled schools indicated having adequate supply of English language teachers.



Research Question 3: To what extent are the material resources adequate for the teaching of English language in the study area?

Table 3: Adequacy of Material Resources for the Teaching of English Language
N = 10

S/N	Material Resources	Available (%)	Not Available (%)	Mean	Std. Dev.
1.	Standard school library	1 (10.0)	9 (90.0)	1.10	.316
2.	Standard English language textbooks	10 (100.0)	-	2.20	.422
3.	Supplementary reading materials	3 (30.0)	7 (70.0)	1.50	.850
4.	English language workbooks	5 (50.0)	5 (50.0)	1.60	.699
5.	Thesaurus dictionary	3 (30.0)	7 (70.0)	1.30	.483
6.	English pronouncing dictionary	4 (40.0)	6 (60.0)	1.40	.516
7.	News Papers	10 (100.0)	-	2.20	.422
8.	Language laboratory	-	10 (100)	1.00	.000
9.	ICT laboratory	3 (30.0)	7 (70.0)	1.30	.483
10.	Overhead projector	3 (30.0)	7 (70.0)	1.30	.483
11.	Computer sets for language teaching	-	10 (100)	1.00	.000
12.	TV sets for language teaching	-	10 (100)	1.00	.000
13.	Internet fertility	3 (30.0)	7 (70.0)	1.30	.483
14.	Electric board	-	10 (100)	1.00	.000
15.	Bulletin boards	10(100.0)	-	2.30	.483
16.	Charts for teaching English language	6 (60.0)	4 (40.0)	1.80	.789
17.	CD/DVD Player	4 (40.0)	6 (60.0)	1.40	.516

Value in parentheses are percentages

Table 3 revealed the responses of respondents to the availability of materials recourses for the teaching of English language in the sampled schools. The rating are as follow: Bulletin Board (2.30), standard English Language Textbook and newspapers (2.20) were ranked highest language workbook (1.60), supplementary reading materials (1.50), English pronouncing dictionary and CD/DVD player (1.40), thesaurus dictionary, ICT laboratory, overhead projector and internet facility (1.30), standard school library (1.44),

and lastly by Language Laboratory, computer sets for language teaching, TV sets for language teaching and Electric board (1.00).

Table 3 further revealed the grand weight mean of 1.45 out of the maximum obtainable score of 3.00 which is less than the standard mean of 2.00. This implies that material resources for teaching of English Language were not significantly available and therefore inadequate.



Discussion of Findings

Findings from this study revealed that the available resources for the teaching of English language in primary schools in Oke-Ogun Area include: English language teachers, Standard library, Standard English Language textbooks, Supplementary reading materials, English Language workbooks, Thesaurus Dictionary, English pronouncing dictionary, News Papers, ICT laboratory, Overhead projector, internet facilities, Bulletin boards, Charts for teaching English Language, and CD/DVD player. However, material resources like language laboratory, computer sets for language teaching, TV sets for language teaching, and electric board are not available. It was also revealed that the English Language teachers in the selected primary schools were not adequate in supply. Meanwhile, out of all the available resources, only English language textbooks, Newspapers and bulletin boards were adequately available. This finding is consistent with Wambua (1988) who found that the textbook was the most used material during the English Language lessons in primary schools in Nairobi. She observed that other supplementary materials were rarely used if at all. It also justified the findings of Omuna, (2016) that textbooks are the most available instructional resources for teaching English reading skills. They submitted that the least available instructional resources are: internet material, class libraries and magazines. Olagbaju (2014) also added that it has been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public primary schools in Nigeria are poor.

Summary of Findings

The study assessed the availability and adequacy of resources in teaching English language in selected primary schools. The findings revealed that:

1. Not all the resources needed for the teaching of English Language in primary schools are available and this is in consonance with the submission of Adekunle (2000) that there is dearth of resource materials in Nigerian schools.
2. English teachers in the selected primary schools are not adequate in supply.
3. Material resources for teaching of English language in the selected primary schools was statistically not adequate.

Conclusion

This study investigated availability and adequacy of English language teaching and learning resources. Findings shows that the available resources for the teaching of English language at the primary schools include: English language teachers, standard schools library, English language textbooks, supplementary reading materials, English language workbooks, thesaurus Dictionary, newspapers and bulletin board. However, materials resources like language laboratory, Overhead projector, internet facilities, computer sets for language teaching, TV sets for language teaching and electric board were not available. It was also revealed that human and material resources in the selected primary schools were not adequate in supply.

Recommendations

Based on the findings of this study, the following recommendations are



hereby made:

1. Government should endeavour to provide schools with the necessary teaching resources needed by the teachers to effectively discharge their duties.
2. Teachers should learn to improvise in the absence of teaching resources necessary for effective teaching and learn process.
3. Government should ensure adequate supply of qualified and professional teachers to schools.
4. School authorities and management boards should encourage effort at making needed teaching resources available to the teachers and provide necessary support and facilities that would predispose teachers to effectively utilize the available resources on teaching-learning.
5. It is also recommended that the school management should liaise with private philanthropists, companies within the school environment, Old Students' Association of the school as well as natives of their school environment in providing facilities such as libraries, language and ICT laboratories, internet facilities, and teaching resources for the school.

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