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Original Research Article

Instructional Resource Management for Student's Academic Achievement in Public Primary School in Okrika Local Government Area of Rivers State

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Abstract

The study investigated instructional resources management for student's academic achievement in primary schools in Okrika Local Government Area of Rivers State. The descriptive design was adopted for the study. The population was made of all public primary schools in Okrika Local Government Area of Rivers State (ten (10) head teachers and ninety (90) teachers). The sample comprised Nine (9) head-teachers and Seventy-three (73) teachers. A structured questionnaire tilled "Instructional Resources Management for Students Academic Achievement Questionnaire (IRMSAAQ)" was used. The Modified Likert Summated Rating Scale was used for the study. The reliability of the instrument was established through Chrombach Alpha reliability method. It yielded the coefficient of 0.67. The data collected was analyzed using mean and standard deviation while Z-test was used to test the hypothesis at 0.05 significant levels. The findings revealed that provision, utilization, improvement and maintenance of instructional resources achieving moderate and low extent in public primary schools in Okrika Local Government Area of Rivers State. The findings also revealed that there is significant relationship between the mean score of head-teachers and teachers on the extent of provision, utilization, maintenance, and improvement instructional resources management for student's academic achievement in public primary school in Okrika Local Government Area of Rivers. Based on the findings of the study, the researcher therefore recommended that instructional resources provision should be made available to schools at regular intervals, available instructional resources in schools, school maintenance committee should be set up supervised by the head-teacher to ensure that instructional resources are put in shape for use, instructional resources provided should be put in to adequate use to achieve its purpose.

Keywords: Instructional Resource management**,** educational resources, management

INTRODUCTION

Instructional resource management is critical to quality service delivery and as such no school organization can function effectively without adequate provision of instructional resource management. Similarly, no organization can achieve her goals and objectives without instituting a functional management operating system that controls and harness the three factor resources which are finance, personnel and physical facilities/equipment. The functionality of every society is largely predicated on the quality of its educational system. Adebayo (2001) posit, that there has to be resources management in any organization as long as an organization consists of people brought together in hierarchical set-up making use of tools, equipment, human and material resources, all in the quest of attaining the goals for which the organization is established. The management of a school institution has the responsibility for bringing together various resources and allocating them effectively to accomplish the general goals of the institution (National Teachers Institute (NTI, 2006).

Literature Review

Usman (2007) noted that central to the education process are educational resources which play an important role in the achievement of educational objectives and goals by enhancing effective teaching

and learning. According to Adeogun et al (2008) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, and maps among others. Akisanya (2010) commenting on educational resources says they are important because the goal of any school depends on adequate provision and utilization of physical and material resources among others as they enhance proper teaching and learning. A study by Altbach in Mucai (2013) noted that nothing has ever replaced the printed word as the key element in the educational process and as a result textbooks are central to schooling at all levels. Supported by Owoeye et al (2010), noted that textbooks provide the only source of information for students as well as the course of studies for the subjects. For example World Bank (2008) in a study on textbooks and school library provision in primary education in Sub-Sahara Africa revealed that textbooks and libraries were not only inadequate but unevenly distributed among rural and urban schools in the area of study.

Olagunju et al (2008) opined that utilization of resources in the teaching brings about fruitful learning since it stimulates students sense as well as motivating them. Denyer in Mucai (2013) in his study on science game in National curriculum in the United Kingdom reported that games when used as a resource enable less able children to stay on task and remain motivated for longer period. Thus, academic achievement of students in any school depends on adequate supply and utilization of educational resources which enhances proper teaching and learning process within a conducive environment. Njoroge (2000) in a study on factors affecting availability, acquisition and utilization of resources in the teaching of English in selected Kenyan primary schools found that unavailability of educational resources among other factors hinders effective utilization. In addition, Mapederun (2002) emphasized that adequate utilization of educational resources affect the academic performance positively. On relationship between educational resources and students' academic performance, Idiabge (2004) concluded that teacher's experience in the use facilities and adequate facilities were determinants of assessing academic performance of students in primary schools. Hence the utilization of facilities in schools affects the academic performance of students.

Njoku (2000) recognizes that many head-teachers and teachers lack even the skill of maintaining the available instructional resources. However, there are precautions taken within the school environment which aims at providing a safe work conditions. There are clearly spelt out maintenance strategies that aid the use of instructional resources in the school and also to prevent abuse of such resources. These strategic maintenance strategies enable the users to use the instructional resources adequately and also to preserve, prevent the damage and store at the appropriate place. Such maintenance strategies include routine maintenance, turnaround maintenance, breakdown maintenance, psychological maintenance and corrective maintenance. Routine maintenance deals with taking care of facilities and equipment through regular checks, cleaning, dusting, oiling and inspection to ensure that they are in serviceable conditions. (Vickery in Osaigbovo, 2007). Turnaround maintenance is a total and large scale repairs and maintenance of all facilities and structures in a school to give the whole place a new look. It is usually preceded by an inspection and stock-taking of all facilities in the school, a feasibility study to determine the monetary costs and other implications such as possible disruptions of activities (Duffuaa et al., 2004). Corrective maintenance is is a maintenance strategy which is said to be simple and straight forward, fix it when it breaks (Mobley, 2004). Psychological maintenance deals with management axiom that people perform better and work with greater commitment if they are in a state of happiness. Happiness here includes emotional stability which is a factor which can enhance commitment and loyalty. The purpose of psychological maintenance with regards to instructional resources maintenance or to inculcate in to individual a responsible attitude towards the instructional resources which serves the people (Amanchukwu et al., 2015).

Improving the quality of school instructional resources is an expensive undertaking. Jones et al. (2007) found that schools that have classrooms with less external noise are positively associated with greater student engagement and achievement compared to schools with classrooms that have noisier environments. Internet access is an improved way to enhance teaching and learning though with its challenges, but a lot of schools now have access but the distribution is quite unevenly across communities and income groups (Skinner et al in Krüger et al, 2004); Parsad et al in Haverinen-Shaughnessy et. al, 2011). Internet has considerable potential for improving students' learning, precisely because of its flexibility and near universality.

Statement of the Problem

It is observed that teaching and learning is more effective with the use relevant instructional materials. The effective use of relevant instructional materials has to do with teaching pupils' by means of pictorials and real objects. But this seems to be a mirage in Okrika Local Government Area of Rivers state and has been generating poor comments from stakeholders on the poor performance of students. Some say that the primary schools are grossly affected by the inadequate supply of instructional resources, insufficient manpower to take care of the available ones, poor utilization of the materials by most teachers due to lack of knowledge of their uses or importance, lack of trained technical personnel to handle these materials etc. Others say that the practice of nonchalant attitude of head-teachers and teachers by stocking these materials in the offices and school corridors where they get damaged by termites and bad weather or get rusted

under unroofed building or dilapidated ones. In some cases these resources are even packed at the Parent Teachers Association chairman's house for safety reasons, thereby denying the students the right to use these resources as and when needed by the students. At times, teachers neglect the use of these instructional materials because they see it as time and energy consuming. In addition, the government does not supply adequately for the purchase of these materials thereby making teaching and learning very difficult for the students. As a result of the above problems listed the researcher however is keen to investigate whether head-teachers adopts the relevant instructional resource management parameters or whether instructional resources management is a significant correlates of student's academic achievement in public primary schools in Okrika Local Government Area of Rivers state.

Aim and Objectives of the Study

The aim and objectives of the study is to examine the instructional resource management for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State. Specifically, this study sought to:

1. Examine the extent of provision of instructional resources for student's academic achievement in public primary schools in Okrika Local Government Area of Rivers State
2. Examine the extent of utilization of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.
3. Examine the extent maintenance of instructional resources is carried out for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.
4. Examine the strategies to improve instructional resources management for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Research Questions

The study was guided by the following research questions:

1. What is the extent of provision of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State?
2. What is the extent of utilization of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State?
3. To what extent is maintenance of instructional resources carried out for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State?
4. What is the extent of improvement of instructional resource management for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State?

Hypotheses

The following null-hypothesis will be used to guide the study, at 0.05 significance level:

1. There is no significant difference the mean scores of head-teachers and teachers in the extent of provision of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.
2. There is no significant difference between the mean scores of head-teachers and teachers in the extent of utilization of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.
3. There is no significant difference between the mean scores of head-teachers and teachers in caring out maintenance of instructional resources for student's academic achievement in Okrika Local Government Area of Rivers State.
4. There is no significant difference between the mean scores of head-teachers and teachers in the extent improvement of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers state.

Methodology

This study adopted a descriptive survey design. The population of the study comprised all public primary school in okrika local government area of rivers state. The sample of the study comprised Nine (9) head-teachers and Seventy-three (73) teachers given a total of 82 head-teachers and teachers. The random sampling techniques was used to select 82 head teachers and teachers out 100 head teachers and teachers of all the public primary school in Okrika Local Government Area of Rivers state. A structured questionnaire tilled "Instructional Resources Management for Students Academic Achievement Questionnaire (IRMSAAQ)" was used to gather information for the study. The Modified Likert Summated Rating Scale was used for the study. The reliability of the instrument was established through Chrombach Alpha reliability method. It yielded the coefficient of 0.67. Mean and standard deviation while Z-test was used to test the hypothesis at 0.05 significant levels. The agreement or disagreement was based on the criterion mean of 2.50.

Analysis of Data and Result Presentation

Research Question 1: To what extent do provision of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Table-4.1: Mean responses on the extent of provision of instructional resources for student's academic achievement

		Head-teachers (n=9)			Teachers (n=73)		
S/N	**Variables**	**M**	**SD**	**Decision**	**M**	**SD**	**Decision**
1.	Instructional resources are provided in adequate quantity	2.11	1.05	Low Extent	2.73	1.06	Moderate Extent
2.	Instructional resources provided by principals are usually relevant for teaching and learning	2.67	0.50	Moderate Extent	2.92	1.10	Moderate Extent
3.	Teachers are encouraged to improvise when instructional resources are not available	2.89	1.17	Moderate Extent	2.79	1.01	Moderate Extent
4.	Initiating teacher's training to improve their knowledge on how to use instructional resources	2.44	1.13	Low Extent	2.99	0.92	Moderate Extent
5.	Lack of adequate provision of financial resources with which instructional resources can then be made available	3.33	1.00	High Extent	2.79	1.01	Moderate Extent
6.	Provision of textbooks, charts, marker board to enhance teaching and learning	2.44	0.88	Low Extent	2.29	0.95	Low Extent
	Grand Mean & SD	2.96	1.02		2.51	0.92	

Source: Field Survey, 2021

Table 4.1 shows the mean responses of respondents on extent of provision of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State. Based on the mean responses obtained, there are mixed responses on the variables posed above in that head-teachers accepted to a low extent that instructional resources are provided in adequate quantity (2.11), initiating teacher's training to improve their knowledge on how to use instructional resources (2.44), provision of textbooks, charts, marker board to enhance teaching and learning (2.44), while to a moderate extent instructional resources provided by principals are usually relevant for teaching and learning (2.67), teachers are encouraged to improvise when instructional resources are not available (2.89), among others, whereas, teachers accepted to a moderate extent that instructional resources are provided in adequate quantity (2.73), instructional resources provided by principals are usually relevant for teaching and learning (2.93), teachers are encouraged to improvise when instructional resources are not available (2.79), initiating teacher's training to improve their knowledge on how to use instructional resources (2.99), lack of adequate provision of financial resources with which instructional resources can then be made available (2.79), among others were some provision of instructional resources for student's academic achievement in public primary school in the study area.

Research Question 2: To what extent do utilization of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Table 4.2: Mean responses on the extent of utilization of instructional resources for student's academic achievement

		Head-teachers (n=9)			Teachers (n=73)		
S/N	**Variables**	**M**	**SD**	**Decision**	**M**	**SD**	**Decision**
7.	Stimulate pupil's desire to learn	2.78	1.20	Moderate Extent	2.84	1.11	Moderate
8.	Serves as tools by the teachers to correct wrong impression and illustration things that learners cannot forget easily	3.11	.93	High Extent	2.27	0.98	Low Extent
9.	Use of instructional materials facilitates teaching and learning process.	2.44	1.24	Low	2.60	0.86	Moderate

				Extent			Extent
10.	Use of instructional resources assists in giving sense of reality to the body of knowledge	2.44	1.13	Low Extent	2.74	1.14	Moderate Extent
11.	Use of instructional resources enhances memory level of students.	2.89	1.17	Moderate Extent	2.51	1.13	Moderate Extent
12.	Knowledge level of head-teachers and teachers hinders effective use of instructional resources.	2.89	0.93	Moderate Extent	2.59	1.03	Moderate Extent
	Grand Mean & SD	2.75	1.03		2.55	1.07	

Source: Field Survey, 2021

Table 4.2 shows the mean responses of respondents on extent of utilization of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State. Based on the mean responses obtained, there are mixed responses on the variables posed above in that head-teachers accepted to a moderate extent that stimulate pupil's desire to learn (2.78), use of instructional resources enhances memory level of students (2.89), knowledge level of head-teachers and teachers hinders effective use of instructional resources (2.89), while to a low extent use of instructional materials facilitates teaching and learning process (2.44), use of instructional resources assists in giving sense of reality to the body of knowledge (2.44), among others, whereas, teachers accepted to a moderate extent that stimulate pupil's desire to learn (2.84), use of instructional materials facilitates teaching and learning process (2.60), use of instructional resources assists in giving sense of reality to the body of knowledge (2.74), use of instructional resources enhances memory level of students (2.51), knowledge level of head-teachers and teachers hinders effective use of instructional resources (2.59), among others were some ways in the utilization of instructional resources for student's academic achievement in public primary school in the study area.

Research Question 3: To what extent do maintenance of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Table-4.3: Mean responses on the extent maintenance of instructional resources carried out for student's academic achievement

		Head-teachers (n=9)			**Teachers (n=73)**		
S/N	**Variables**	**M**	**SD**	**Decision**	**M**	**SD**	**Decision**
13.	Routine maintenance	2.89	1.17	Moderate Extent	2.47	1.11	Low Extent
14.	Breakdown maintenance	2.78	0.83	Moderate Extent	2.56	1.00	Moderate Extent
15.	Turnaround maintenance	2.56	1.01	Moderate Extent	2.56	1.08	Moderate Extent
16.	Corrective maintenance	2.00	1.22	Low Extent	2.53	1.04	Moderate Extent
17.	Psychological maintenance	3.22	0.97	High Extent	2.23	1.11	Low Extent
	Grand Mean & SD	2.65	1.04		2.32	1.08	

Source: Field Survey, 2021

Table 4.3 shows the mean responses of respondents on extent of maintenance of instructional resources carried out for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State. Based on the mean responses obtained, there are mixed responses on the variables posed above in that head-teachers accepted to a moderate extent that routine maintenance (2.89), breakdown maintenance (2.78), turnaround maintenance (2.56), while to a low extent corrective maintenance (2.00), and to a high extent psychological maintenance (3.22), among others, whereas, teachers accepted to a moderate extent that breakdown maintenance (2.56), turnaround maintenance (2.56), corrective maintenance (2.53), among others were some ways maintenance of instructional resources carried out for student's academic achievement in public primary school in the study area.

Research Question 4: To what extent do improvement of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Table-4.4: Mean responses on the extent of improvement of instructional resource management for student's academic achievement

		Head-teachers (n=9)			Teachers (n=73)		
S/N	**Variables**	**M**	**SD**	**Decision**	**M**	**SD**	**Decision**
18.	Principals ensures the improvement of instructional resources to suit new demands	2.56	1.33	Moderate Extent	2.89	.81	Moderate Extent
19.	Principals engages in instructional resources improvement from time to time	2.11	.33	Low Extent	2.68	.78	Moderate Extent
20.	Principals carry out instructional resources audit to determine the resource status.	2.44	1.51	Low Extent	2.16	1.03	Low Extent
21.	School instructional resources improvement enhances teacher's commitment and effort.	2.33	.50	Low Extent	2.84	1.04	Moderate Extent
22.	Instructional resources improvement helps to serve numbers of students with complex needs	2.67	1.32	Moderate Extent	2.82	1.15	Moderate Extent
23.	Instructional resources improvement enhances the physical and emotional health of students and teachers.	2.56	1.33	Moderate Extent	2.36	1.05	Moderate Extent
	Grand Mean & SD	2.60	1.25		2.47	1.21	

Source: Field Survey, 2021

Table-4.4 shows the mean responses of respondents on extent of improvement of instructional resource management for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State. Based on the mean responses obtained, there are mixed responses on the variables posed above in that head-teachers accepted to a moderate extent that principals ensures the improvement of instructional resources to suit new demands (2.56), instructional resources improvement helps to serve numbers of students with complex needs (2.67), instructional resources improvement enhances the physical and emotional health of students and teachers (2.56), while to a low extent principals engages in instructional resources improvement from time to time (2.11), principals carry out instructional resources audit to determine the resource status (2.44), school instructional resources improvement enhances teacher's commitment and effort (2.33), among others, whereas, teachers accepted to a moderate extent that principals ensures the improvement of instructional resources to suit new demands (2.89), principals engages in instructional resources improvement from time to time (2.68), school instructional resources improvement enhances teacher's commitment and effort (2.84), instructional resources improvement helps to serve numbers of students with complex needs (2.82), while to a low extent, principals carry out instructional resources audit to determine the resource status (2.16), instructional resources improvement enhances the physical and emotional health of students and teachers (2.36), among others were some ways for the improvement of instructional resource management for student's academic achievement in public primary school in the study area.

4.2 Results to Test of Hypotheses

Hypothesis 1: There is no significant difference the mean scores of head-teachers and teachers in the extent of provision of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Table 4.6: z-Test for provision of instructional resource for student's academic achievement

Categories	**n**	**M**	**SD**	**z-cal**	**z-crit**	**Decision**
Head-teachers	9	2.96	1.02			
				1.26	1.96	Accept
Teachers	73	2.51	0.92			

Table-4.6 shows that head-teachers had mean and standard deviation score of 2.96 and 1.02, while teachers had mean and standard deviation scores of 2.51 and 0.92 respectively. The z-cal value was 1.26, while the z-crit was 1.96 at 0.05 level of significance for two tailed test. This result shows that z-cal was less than z-crit, which means that the null hypothesis was accepted. Thus, there is no significant difference between the mean score of head-teachers and teachers on the extent of provision of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Hypothesis 2: There is no significant difference between the mean scores of head-teachers and teachers in the extent of utilization of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Table 4.7: z-Test for utilization of instructional resource for student's academic achievement

Categories	n	M	SD	z-cal	z-crit	Decision
Head-teachers	9	2.75	1.03			
				0.55	1.96	Accept
Teachers	73	2.55	1.07			

Table 4.7 shows that head-teachers had mean and standard deviation score of 2.75 and 1.03, while teachers had mean and standard deviation scores of 2.55 and 1.07 respectively. The z-cal value was 0.55, while the z-crit was 1.96 at 0.05 level of significance for two tailed test. This result shows that z-cal was less than z-crit, which means that the null hypothesis was accepted. Thus, there is no significant difference between the mean score of head-teachers and teachers on the extent of utilization of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Hypothesis 3: There is no significant difference between the mean scores of headteachers and teachers in caring out maintenance of instructional resources for student's academic achievement in Okrika Local Government Area of Rivers State.

Table 4.8: z-Test for maintenance of instructional resource for student's academic achievement

Categories	n	M	SD	z-cal	z-crit	Decision
Head-teachers	9	2.65	1.04			
				0.74	1.96	Accept
Teachers	73	2.32	1.08			

Table 4.8 shows that head-teachers had mean and standard deviation score of 2.65 and 1.04, while teachers had mean and standard deviation scores of 2.32 and 1.08 respectively. The z-cal value was 0.74, while the z-crit was 1.96 at 0.05 level of significance for two tailed test. This result shows that z-cal was less than z-crit, which means that the null hypothesis was accepted. Thus, there is no significant difference between the mean score of head-teachers and teachers on the extent of maintenance of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Hypothesis 4: There is no significant difference between the mean scores of head-teachers and teachers in the extent improvement of instructional resources for student's academic achievement in public primary school in Okrika Local Government Area of Rivers state.

Table 4.9: z-Test for improvement of instructional resource for student's academic achievement

Categories	n	M	SD	z-cal	z-crit	Decision
Head-teachers	9	2.60	1.25			
				0.30	1.96	Accept
Teachers	73	2.47	1.21			

Table 4.9 shows that head-teachers had mean and standard deviation score of 2.60 and 1.25, while teachers had mean and standard deviation scores of 2.47 and 1.21 respectively. The z-cal value was 0.30, while the z-crit was 1.96 at 0.05 level of significance for two tailed test. This result shows that z-cal was less than z-crit, which means that the null hypothesis was accepted. Thus, there is no significant difference between the mean score of head-teachers and teachers on the extent of improvement of instructional resources for student's

academic achievement in public primary school in Okrika Local Government Area of Rivers State.

Summary of Findings

The findings of the study are presented as follows that:

1. There is moderate and low provision of instructional resources judging by the six variable weighted.
2. There is moderate and low utilization of instructional resources judging by the six variables weighted.
3. There is moderate and low maintenance of instructional resources judging by the five variables weighted.
4. There is moderate and low improvement of instructional resources judging by the six variables weighted.

Discussion of Findings

Findings of the study in Table 4.1, shows that there is moderate and low provision of instructional resources judging by the six variables weighted. The finding of this study is in conformity with Usman (2007) who noted that central to the education process are educational resources which play an important role in the achievement of educational objectives and goals by enhancing effective teaching and learning. According to Adeogun et al (2008) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others. Supported by Owoeye et al (2010), noted that textbooks provide the only source of information for students as well as the course of studies for the subjects. For example World Bank (2008) in a study on textbooks and school library provision in primary education in Sub-Sahara Africa revealed that textbooks and libraries were not only inadequate but unevenly distributed among rural and urban schools in the area of study.

Also, findings of the study in Table 4.2, shows that there is moderate and low utilization of instructional resources judging by the six variables weighted. This is supported by Olagunju et al (2008) who opined that utilization of resources in the teaching brings about fruitful learning since it stimulates students sense as well as motivating them. Denyer in Mucai (2013) in his study on science game in National curriculum in the United Kingdom reported that games when used as a resource enable less able children to stay on task and remain motivated for longer period. Thus, academic achievement of students in any school depends on adequate supply and utilization of educational resources which enhances proper teaching and learning process within a conducive environment.

More so, findings of the study in Table 4.3, shows that there is moderate and low maintenance of instructional resources judging by the five variables weighted. This is supported by Njoku (2000) who recognizes that there are strategies of maintaining instructional resources for adequate use and also to preserve, prevent the damage and store at the appropriate place. Such maintenance strategies include routine maintenance, turnaround maintenance, breakdown maintenance, psychological maintenance and corrective maintenance. Szuba et al. (2003) noted that they are scheduled maintenance of equipment, as to always keep them in good working order and provide safety for learners and educators.

Further, findings of the study in Table 4.4, shows that there is moderate and low improvement of instructional resources judging by the six variables weighted. This is supported by Jones et. al. (2007) who noted that improving the quality of school instructional resources is an expensive undertaking but found that schools that have classrooms with less external noise are positively associated with greater student engagement and achievement compared to schools with classrooms that have noisier environments. Internet access is an improved way to enhance teaching and learning (Skinner et al in Krüger et al, 2004); Parsad et al in Haverinen-Shaughnessy et. al, 2011). Thus, internet has considerable potential for improving students' learning, precisely because of its flexibility and near universality.

CONCLUSION

Based on the moderate and low level of instructional resources management in public primary schools for student academic achievement in Okrika Local Government Area of Rivers State, it will be difficult to achieve very high student's academic achievement in public primary schools in Okrika Local Government Area, Rivers State. This is because instructional resources management is a significant correlate of student's academic performance in public primary schools.

Recommendations

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

1. Instructional resources provision should be made available to schools at regular intervals.
2. For the available instructional resources in schools, school maintenance committee should be set up supervised by the head-teacher to ensure that instructional resources are put in shape for use.
3. Again, instructional resources provided should be put in to adequate use to achieve its purpose.

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