

**EDUCATIONAL RESOURCES AND TEACHERS' PRODUCTIVITY
IN SELECTED PRIMARY SCHOOLS IN PAKWACH
DISTRICT, UGANDA**

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DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

Name and signature of candidate

Date:

DECLARATION B

"I/We confirm that the work reported in this thesis was carried out by the candidate under my/our supervision"

Name and signature of supervisor

Date:

DEDICATION

This thesis is dedicated to my children and wife for their support and patience all through.

AKNOWLEDGEMENT

The researcher is deeply grateful to those who loved him unconditionally and not only helped him but also encouraged him in all ways to ensure that he finishes writing her thesis.

The researcher acknowledges the assistance of Dr Tindi Seje who took him step by step to fully understand what was expected of a good reputable thesis and Associate Professor Ijeoma Anumaka for her veritable input in finishing this work. I also appreciate my HOD, Mr Siraj, Dr Sofis Sol Gaité for their great contributions. In the same vein, I am grateful to my lecturers, Dr Wunti, Professor Fabiyi, Dr Kalema, Dr Ongodia, Dr Fred, Dr Kayindu, my classmates, colleagues and all those who contributed in one way or the other, in completing my Master's Degree.

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ABSTRACT

This study is on the relationship between educational resources and teachers' productivity in primary schools in Pakwach District Uganda. The study was guided by specific objectives which include :to determine the level of educational resources in primary schools, ascertain the level of teachers' productivity and to find the relationship between the level of educational resources and the level of teachers' productivity. The study used correlation survey research design and factor, with a sample of 136 respondents who were primary school pupils. The study found out that the level of educational resources in Primary schools in Pakwach District is generally fair in terms of human, material and physical resources. The study also found out that the level of teachers' productivity is low. The study further found out that there is a strong positive relationship between educational resources and teachers' productivity. The study concluded that; The number of boys is bigger than the number of girls in Pakwach District Primary schools though this difference is not that big. Many students in this District in form four are in the age bracket of between 16-20 years. The level of educational resources in Pakwach District is generally less sufficient in terms of human, material and physical resources. The level of teachers' productivity is less sufficient. There is a strong positive relationship between educational resources and teachers' productivity. The study recommended that the government should avail the crucial resources needed for educational purposes so as to mitigate the dismal teacher productivity. Such resources as textbooks, audio-visual materials and other teaching and learning aids. This research has contributed to the knowledge that Pakwach primary schools need government attention and need more qualified teachers to achieve set educational goals.

CHAPTER ONE

INTRODUCTION

11. Background of the study

1.1.1. Historical background

Education and training constitutes an investment in human capital that is expected to yield a stream of future returns in the form of income and earnings for the individual and society and economic growth through enhanced productivity (Psacharopoulos, 1995). But the challenge facing education systems in developing countries is to produce the type of education and training that is more responsive to a wide range of local conditions facing the young people. In Uganda for instance, the government's efforts to vocationalize the educational system as a way of addressing the unemployment problem have not been very successful (Nafukho, 2000). Therefore, a broad-based education is required. In the new economic environment, vocational education is expected to produce an educated, skilled, and motivated work force (Mustapha, 1999). Poor academic achievement in school may be the result of interplay between child factors and the environmental setting. Studies have shown that the effects of poor academic achievement during the early school years often carry over to the adolescent years, with a higher proportion of school dropouts, behavioural problems and even delinquency among this population. This problem of Poor performance in Primary schools throughout the country is a major concern of many parents, teachers, leaders and employers, who are interested in the future of these students, since Primary education forms the basis for higher education for if a student has no firm Primary education base, the country's final education is likely to be weak and yet it is on education that a country relies for supply of quality manpower to develop. Cutler (1989).

In this very event, students' are expected to exhibit high academic integrity in form of good grades from schools and job performance after school. In Uganda , there is a big number of students who complete the primary education level and there are more

primary schools than Primary and tertiary institutions. This means that there are many students who compete for the few posts in Primary and tertiary institutions which calls for better results if one is to successfully compete. In addition to this less than half of primary schools candidates obtain poor grades to take them to Primary schools and one wonders why (Arudo, 2008).

Despite the many measures put in place to improve students' performance, poor grades at National Exams are still prevalent (Enamiroro, 2010). The blame is put to all the stake holders in education like teachers, parents, school management and government. This indicates that the problem of poor performance of students affects everybody in society, for even the employers now and again cry for poor performance of employees, attribute it to poor training in institutions of learning. Without pinpointing who is who, the problem needs immediate solutions, if the country is to be transformed from a third world to a medium level of development. The solutions to this problem is to identify the factors that affect students performance at primary level, so that each of these factors can be investigated upon and tested empirically, in order to identify the most impending factors, if workable solutions are to be sought. Although a multitude of studies have been taken in this endeavor, both in Uganda and other countries of the world, over this problem it is still global, hence the need for studies like this one.

Teachers' productivity problems with low grades or desertion are significant predictors of health problems, such as the consumption of drugs, depression, early pregnancy, parenthood, abortion and other social difficulties, such as unemployment and crime, resulting in increased social spending paired with a low quality of life (Ong et al, 2010). This makes it a source of concern and of research interest to educators, government and parents. This is so because of the great importance that education has on the national development of the country. All over the country, there is a great concern about the fallen standard of education in Uganda . Parents and government are in total agreement that their huge investment on education is not yielding the desired dividend. Teachers also complain of students' low performance at both internal and external examination.

1.1.2. Theoretical Perspective

This study was underpinned by reinforcement theories propounded by Skinner (1939) and Naylor (1999). Reinforcement theories relate to the idea of operant conditioning. They concentrate attention on the link between behavior and consequences. Reinforcement is defined as any effect that causes behavior to be repeated or inhibited which can be positive or negative. (Naylor, 1999, p. 549). Skinner (1939, 1971) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue whereas, if unpleasant consequences follow a behavior, the behavior tends to stop (Luthans & Kreitner, 1985). This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior is determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that behavior will be repeated or not depending on whether the consequences are positive or negative.

1.1.3. Conceptual perspective

In this study, teachers' productivity (dependent variable) is perceived as the level at which the teacher executes his/her professional expectation in the classroom. Performance according to Robbins & Coulter (2004) is defined as the accumulated results as a product of students' work process and activities. According to Leslie & Lloyd (2000) performance reflects how well a person fulfills the requirements of a task and although often confused with efforts which refer to energy expended, performance is measured in terms of results. For example, a student may exert a great deal of efforts in preparing for an examination and still make a poor grade. In such case the efforts expended is high and the performance is low. Teachers' productivity is the net effect of students' efforts as modified by their ability; this means that performance in a given situation can be viewed as resulting from the relationship between efforts and abilities.

1.14. Contextual perspective

There has been a persistent low productivity of teachers in Pakwach District, Pakwach district at all levels due to a number of factors. For instance, the Uganda Certificate of Primary Education (KCSE) results for academic year 2008 indicated that students' performance was still generally poor. Some of the reasons given for increased failure rate are lack of enough teaching/learning resources, poor remuneration for teachers, students' negative attitude towards studies and the increased number of students compared to the number of teachers among other factors. However the lack of enough teaching/learning resources seems to take a lion's share and that is why this study set out to investigate its impact on teachers' productivity. The low performance of teachers' in this area is exhibited in form of teachers' absenteeism, teacher's irregularity in lesson attendance, teachers' failure to actively participate in school activities, Teachers' failure to make corrections and adequate revisions with students.

1.2. Statement of Problem

While it is worthy to appreciate the school embracement of the importance of producing students with good grades, the product of their efforts has not been achieved in many schools, as exhibited by the students' poor grade, among others, still show that there is yet a lot to be done. In the last three years and more, Government white paper has declared that Pakwach primary schools are among the worst performing schools in first school leaving certificate examinations. This is worrisome and calls for research to help find reasons and also proffer solutions. In this study, the researcher believes that educational resources in form of (i) physical (ii) human and (iii) material could have an influence on teachers' productivity thereby affecting these results.. At present, empirical studies documenting the impact of resources on teachers' productivity in the context of Pakwach District, are still inadequate. This study was conducted to fill these gaps regarding school related resources on teachers productivity in Pakwach District Primary schools.

1.3. General Objective

The study investigated the relationship between education resources and teachers productivity in selected primary schools in Pakwach district, Uganda.

14. Specific objectives

This study sought:

1. To determine the level of Educational resources in Primary schools in Pakwach District Uganda.
2. To assess the level of teacher productivity in Pakwach Primary schools, Pakwach District Uganda.
3. To identify the relationship between Educational resources and teachers' productivity in Pakwach Primary schools.

1.5. Research questions

1. What is the level of Educational resources in Pakwach District Primary schools, Pakwach District Uganda?
2. What is the level of teachers' productivity in Pakwach District Primary schools, Pakwach District Uganda?
3. Is there a relationship between Educational resources and teachers' productivity in Pakwach District Primary schools, Pakwach District Uganda?

1.6. Null Hypothesis

Ho1; There is no significant relationship between the level of Educational resources and level of teachers' productivity.

1.7. Significance of the study

This study findings will benefit the following stakeholders

Uganda Ministry of Education to design policies that aid in proper distribution of resources to all schools.

The district supervisors will be able to make follow up of the policies designed by the government to see to it that resources are equally distributed and used effectively.

In Uganda, this study acts as a stepping stone towards inter and intra generational distribution.

All the stake holders; It also creates awareness among the various stakeholders about this mishap for further research and recommendations aim at finding lasting solutions to the problem.

1.8. Scope of the Study

1.8.1. Time scope; The research covered a period between 2017 January-2017 August.

1.8.2. Geographical scope; The region covered is the upper region of Pakwach District Pakwach District where tandom sampling was used.

1.8.3. Content scope; The study sought to find the relationship between educational resources and teachers' productivity.

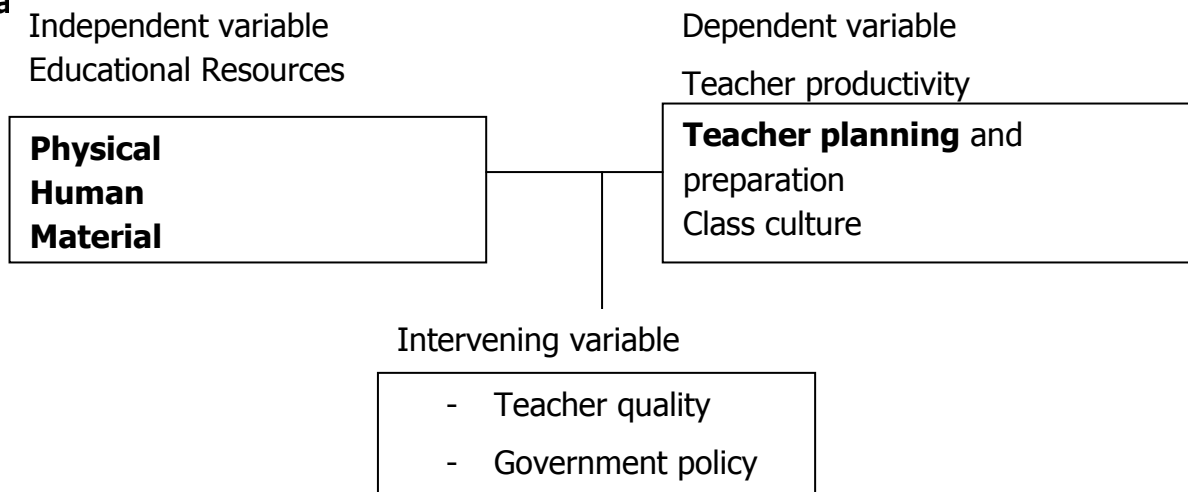
1.8.4. Theoretical scope; This study was underpinned by reinforcement theories propounded by Skinner (1939) and Naylor (1999).

CHAPTER TWO

2.1. Theoretical Review

This study was underpinned by reinforcement and Naylor (1999). Reinforcement theories relate to the idea of operant conditioning. They concentrate attention on the link between behavior and consequences. Reinforcement is defined as any effect that causes behavior to be repeated or inhibited which can be positive or negative. (Naylor, 1999, p. 549). Skinner (1939, 1971) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue whereas, if unpleasant consequences follow a behavior, the behavior tends to stop (Luthans & Kreitner, 1985). This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior is determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. **2.2** Conceptual framework

Fig1:Diagram showing the relationship between educational resources and teacher productivity



Source : Literature Review:Primary source

23. Related Studies

2.3.1. Educational Resources

Corkroft (1981) maintains that..."In both primary and Primary schools, there should be a supply of reference books for teachers related to the teaching of different subjects. This should include publication of the professional teachers guide which relates to textbooks which serve as additional resources for the teachers" The use of teaching aids helps to facilitate the teaching and learning of concepts increases the efficiency on information process, giving meaning to words, helps focus on students interest and assist the teacher to relate abstractness to concreteness, hence the pose of teaching aids is also important. Walberg & Thomas (1972) in their own contribution reported that children learn best when they can actively explore an environment rich in adequate materials. Scopes (1973) asserts that "...in many cases, in fact certain strategies arid methods are precluded if necessary materials are not available and in other cases the limitation of materials, impose a group structured plan "Thus the availability of resources in schools assists in achieving the education goals and objectives though students' involvement.

OECD/UNESCO-UIS (2003) report further indicated that with references to the index of the quality of the schools' physical infrastructure, principals' perceptions did not give any general indication of a greater impact of deficiencies of the physical infrastructure on learning in less developed countries. There was hardly any correlation between the mean index of the quality of the schools' physical and teachers' productivity in the selected countries. While all these studies were on the impact of physical resources and teachers' productivity, none of them was in the context of this study, a gap this study came out to fill.

Keith & Janet,(2003) identified that most colleges in poor countries have poor physical facilities and infrastructure, few learning materials, and underutilized space as a result of periods of neglect. They are nevertheless frequently the only post-Primary institution

in an area with a concentration of educational professionals, and thus the only source of advice and support to practicing teachers. Impoverished facilities compromise the effectiveness with which training can be conducted and have a depressing effect on morale. Relatively small investments could transform at least some of these institutions into much more vibrant, accessible and attractive professional development nodes with outreach capabilities.

2.3.2. Human, material and physical resources

Under this conceptualization, educational resources are the independent variables while teachers' productivity is the dependent variable. The independent variables are conceptualized into three types of educational resources namely; physical resources, human and material resources. Physical resources were defined in terms of classrooms, administrative block, libraries, laboratories, workshops, gymnasia, assembly halls, special rooms like sickbay, staff quarters, students' hostels, kitchen, cafeteria, lavatory and toilet; human resources were defined in terms of teaching staff, nonteaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gatekeepers, gardeners and cooks as well as educational planners and administrators (all these were considered looking at their skills, experiences and quantities or numbers); material resources were defined in terms of textbooks, chalk, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, blackboards, television and video tape recorder. All the three types of resources were perceived to have a positive relationship with students' teachers' productivity. Students' performance was measured in terms of scores in examinations, their participation in class, revision of their books, answering of questions and asking questions, discussing with teachers and friends on what is taught and accomplishment of exercises given as well as making corrections.

2.3.3. Teacher productivity

The need for better attainment of education was realized far back in 1990, at the World Conference on Education for All in Jomtien, Thailand when some 150 organizations agreed to “universalize primary education and massively reduce illiteracy by the end of the decade”(UNESCO 2009). In 2000, ten years later, the international community met again in Dakar, Senegal, and took stock of many countries being far from having reached this goal. They affirmed their commitment to achieving Education for All by the year 2015, and identified six key measurable education goals. The six goals are: to expand early childhood care and education; provide free and compulsory primary education for all; Promote learning and life skills for young people and adults; Increase adult literacy by 50 per cent; achieve gender parity by 2005, gender equality by 2015; and improve the quality of education.

According to Jean-Claude Guillemard 2010, the principal actors in Education for All (EFA) are governments and civil society (i.e. NGOs) at the national level. The International strategy for Education for All (EFA) education includes: Planning for Education for All (EFA) at national/regional level (National educational plans)

Communication and advocacy through provision of messages on social justice and equitable opportunity combined with stories of the impact of education on the lives of individuals and communities. Financing education where by the Dakar forum proclaimed “no National Education for All plan should be delayed for lack of financial resources”. The International and regional mechanisms include; The Education for All (EFA) High level Group and the EFA Working Group informed by the annual Education for All Monitoring Report produced by an independent group of experts on a thematic basis. The Collective consultation of NGOs on Education for All; this mechanism aims to facilitate civil society participation in the Dakar Follow up. The CCNGO/EFA organizes regional civil society forums. The Global Campaign for education (GCE) initiated by 3 important NGOs: Oxfam, education International and Action Aid. GCE lobbies for the

right to education and participates in the international co-ordination mechanisms of the High Level Group and EFA Working Group.

The NGO Liaison Committee is the communication and liaison channel on EFA matters to the NGOs in official relationship with UNESCO. The flagship programmes under the leadership of an international Agency (i.e. UNESCO; UNICEF, UNHCR...) assist countries to achieve their EFA goals and they provide special focus for one aspect of EFA such as persons with disability in terms of advocacy, advice and monitoring of progress. Education is one of Government's key sectors and has continued to receive priority in resource allocation. Over the last five years the budget allocation to the education sector has been increasing steadily from Shs633.43b in 1005/2006 to 1.1 trillion. Part of this money is meant for construction of class rooms because other schools do not have enough class rooms and students are taught under trees (Wamakuyu F. & Baguma A. 2010)

2.3.4. Physical resources and teachers' productivity

Physical resources include classrooms, lecture theatres, auditoriums, typing pools, administrative block, libraries, laboratories, workshops, gymnasia, assembly halls, special rooms like sickbay, staff quarters, students' hostels, kitchen, cafeteria, lavatory and toilet (Adeogun & Osifila, 2005). Theoretical availability of adequate and quality physical educational resources is positively correlated with students' performance and the quality of education students attain (Cutler, 1989). Several studies have been conducted to correlate physical resources and students' performance; for example, Edward (1991), found that as school's condition improved in USA, from one category, for example, from poor to fair students' standardized achievement scores rose an average of 5.45 percentage points; Hallack (1990) emphasized that the availability, relevance and adequacy of educational resource items contribute to academic achievement and that unattractive school buildings, crowded classrooms, non availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor teachers' productivity. Fuller (1985) adds that students who had

used two or more books were almost three times better than those who had no textbooks in school.

Claus & Gierbach (1985) under the Saginaw Schools Project in Canada is another study that noted the relationship between students' achievement and building facilities. This project was guided by the belief that schools can influence and control variables that contribute to school learning, the Saginaw Public Schools launched a "grassroots" project involving 31 schools. Lorton & Walley (1979) posited that learning experiences are richest when the environment (physical resources) around them meets their needs through its adequacy and effective utilization. Walberg & Thomas (1972) in their own contribution reported that children learn best when they can actively explore an environment rich in adequate materials.

An adhoc committee set up in December 2002 to identify the causes of poor performance in the WASSCE Nigeria, found that the most important factors include among others unplanned school plant, inadequate provision and maintenance of infrastructure (Adeogun & Osifila, 2005).

Hence, the interplay of nature and nurture on quality education and student teachers' productivity is an important issue that cannot be overlooked by the stakeholders in education industry. Newton (1997) professed that the magnitude of instruction are more scientific base; make instruction more powerful; make learning more immediate and finally make access to education more equal Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and teachers' productivity. According to him schools endowed with more resources performed better than schools that are less endowed. This collaborated the study of Babayomi (1999) that private schools because of the availability and adequacy of teaching and learning resources performed better than public schools. Adeogun (2001) discovered a low level of instructional resources available in public schools and stated that our public schools are starved of both teaching and learning resources. He expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present.

Loxley (1984) revealed that inadequate supply of textbooks in schools is having a toll on teaching and learning activities in many of the countries in the world. According to him, the World Bank data recorded the number of student to a textbook as ratio 20:

1. Sodimu (1998) in his findings reported that based on the high cost of textbooks, many students have been unable to buy books that will help to promote the quality of education they receive in Lagos state public Primary schools. He even stressed that parents believed so much in government funding the education in public schools to the extent that they become non-chalant towards equipping their wards with textbooks. Textbooks as indicated by Oni (1995) are indispensable to the quality education and students' teachers' productivity in all the schools in the world.

Nkuuhe (1995) highlighted some of the bad influence as, teachers' abdication of teaching responsibility to textbooks at the expense of original teaching method; textbooks does not give room for flexibility, instead there are mechanical District of the curriculum and no provision made for individual differences among students.

Lorton & Walley (1979); Hallack (1990) discovered that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor teachers' productivity.

Individuals have perceived and acknowledged the purpose and function of resource in effective teaching and learning. Hallack (1990) emphasized that the availability, relevance and adequacy of educational resource items contribute to academic achievement and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Fuller (1985) discovered that students who had used two or more books were almost three times better than those who had no textbooks in school.

Anderson (1999) discovered that teachers who regularly monitor and supervise their students' learning by checking students' work and helping individual student to

overcome errors and learning difficulties are likely to have student who exhibit higher level of achievement. Bajah (1979), Oni (1995) and Adesina (1990) discovered that human resources played the important role in the teaching-learning situation than any other factor of production and that the quality of education hinges upon the qualities of teachers available. Edward (1991), found that as school's condition improved from one category, for example, from poor to fair students' standardized achievement scores rose an average of 5.45 percentage points. The Saginaw Schools Project in Canada is another study that noted the relationship between students' achievement and building facilities. Guided by the belief that schools can influence and control variables that contribute to school learning, the Saginaw Public Schools launched a "grassroots" project involving thirty one schools. A school improvement survey was administered to staff to identify and then solve problems Goals listed in each school building plan were attained at a 70 to 100 percent levels. Goals related to students' achievement in reading and mathematics was also encouraging. During the five-year project, students' achievement in both Maths and reading rose in the highest achievement category and dropped in the lowest achievement category (Claus and Girrback (1985). Lorton and Walley (1979) posited that learning experiences are richest when the environment (physical resources) around them meet their needs through its adequacy and effective utilization. Walberg and Thomas (1972) in their own.

Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and teachers' productivity. According to him schools endowed with more resources performed better than schools that are less endowed. This collaborated the study of Babayomi (1999) that private schools because of the availability and adequacy of teaching and learning resources performed better than public schools. Adeogun (2001) discovered a low level of instructional resources available in public schools and stated that our public schools are starved of both teaching and learning resources. He expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present.

Keith & Janet,(2003) identified that most colleges in poor countries have poor physical facilities and infrastructure, few learning materials, and underutilized space as

a result of periods of neglect. They are nevertheless frequently the only post-Primary institution in an area with a concentration of educational professionals, and thus the only source of advice and support to practicing teachers. Impoverished facilities compromise the effectiveness with which training can be conducted and have a depressing effect on morale. Relatively small investments could transform at least some of these institutions into much more vibrant, accessible and attractive professional development nodes with outreach capabilities.

OECD/UNESCO-UIS (2003) report further indicated that with references to the index of the quality of the schools' physical infrastructure, principals' perceptions did not give any general indication of a greater impact of deficiencies of the physical infrastructure on learning in less developed countries. There was hardly any correlation between the mean index of the quality of the schools' physical and teachers' productivity in the selected countries. While all these studies were on the impact of physical resources and teachers' productivity, none of them was in the context of this study, a gap this study came out to fill.

2.3.5. Human resources and teachers' productivity

Human resources in education are the students, teaching staff, non-teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gatekeepers, gardeners and cooks as well as educational planners and administrators (Adeogun & Osiflla, 2005). Existence of enough and quality human resources is theorized to have a positive correlation with performance (Keith & Janet, 2003). Several studies exist showing the relationship between human resources and teachers' productivity at different educational level; for example Anderson (1999) discovered that good teachers regularly monitor and supervise their students' learning by checking students' work and helping individual student to overcome errors and learning difficulties, leading to high and better student achievement. However, studies investigating the type of skills needed and the level of experience, as well as other human resource qualities are still needed especially in poor countries like Uganda hence the need for this study.

The December 2002 adhoc committee in WASSCE Nigeria, found that include among the factors that contribute towards students' poor performance, rapid student population growth, teachers' qualification and experience, teaching-learning process, student-teachers relationship, student-teacher ratio and school management, teacher relationship, play a vital role (Adeogun & Osifila, 2005).

Giwa & 1110 (2000) expressed the problems militating against schools inspection as shortage of manpower and quality of the personnel available for the work. According to them, in most Africa countries the roles of inspectors tend to be ineffective due to severe resources constraints. In the findings, they realized the number of inspectors and monitoring officers who are newly employed with no practical experience on the job are being posted to the inspectorate unit of the Ministry of Education. They stated that to inspect and supervise schools effectively requires regular school visits of well experienced officers with adequate provision of resources to forestall ineffectiveness in performing their duties. Fagbamiye (2004) posited that government should reduce its responsibilities to monitoring of what transpires in the schools to ensure quality. All these authors collectively emphasize the importance of human resources in improving teachers' productivity. They however look at human resources in the general perspective of education industry, so there is a need to approach this relationship from a micro perspective of education, hence the need for this study.

According to Keith & Janet, (2003), education output in Ghana would have to increase three or four times if all children were to be enrolled at primary level and taught by trained teachers. This assertion indicates the importance of human resources in improving performance of learners, since education output is always defined in terms of how many students have passed. This study wanted to establish how human resources in terms of adequate and skilled teachers influence education output in terms of students who have performed well or succeeded in their education.

In almost all countries, the demand for qualified teachers is ever increasing. This implies that educators have identified the need for and role of teachers in improving performance of learners. Crouch & Lewin (2001) showed that projections of teacher demand in South Africa substantially rising. This is the same case in Uganda and it is

the reason why many licensed teachers have gone back to school to acquire more skills and fill the demand which is ever increasing. Also, the Millennium Development Goals (MDG) relating to education cannot be met unless the supply of teachers is adequate to keep pupil-teacher ratios within reasonable limits, and the quality of their training is sufficient to result in minimum acceptable levels of pupil achievement (Keith & Janet, 2003). Therefore improvements in efficiency and effectiveness are needed that can lower costs and expand output within sustainable budgets. Likewise the supply of these teachers is highly needed if education achievements of learners are to be improved. It is thus evident that national planning must directly address questions of teacher supply and demand, quality, curriculum and deployment. To be plausible such policy needs to have clarity about its goals (what are the skills and competencies newly trained teachers should possess?), methods (how are these to be acquired?), costs (what resources are needed?) and timescale (how long will it take to achieve the desired outcomes?) (Keith & Janet, 2003).

Other studies that found a significant relationship between human resources and students' performance reviewed include that of Adeogun & Osifila, (2005), in which it was found that human resources (teaching and non teaching staff) has positive significant effect on students' teachers' productivity in Nigeria. Earlier findings of Bajah (1979), Oni (1995) and Adesina (1980) who discovered that human resources play the most important role in the teaching - learning situation than any other factors of production in the school system. Also, Anderson (1999) discovered that teachers who regularly monitor and supervise their students' learning by checking students' work and helping individual students to overcome errors and learning difficulties are likely to have students who exhibit higher level of achievement.

2.3.6. Material resources and teachers' productivity

Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder

(Adesina, 1980). These material resources are theorized to have a positive relationship with students' performance (Crouch & Lewin, 2001). Several studies have been conducted to establish the relationship between material resources and teachers' productivity, although such studies in the context of Gatundu are still lacking. For example, Adeogun & Osifila (2005) found a significant relationship between material resources and students' teachers' productivity in Five Nigerian Primary schools. Their findings were in agreement with the findings of Alani (1987), Oni (1995) and Aghenta (1999) who found that the quality of education received by the learners in school, to a very large extent is determined by the level of availability of the material resources and of course the overall atmosphere in which learning activity takes place.

Whereas all these studies were in West African countries, studies of the same kind need to be conducted in poor countries like Uganda, hence a gap for this study to fill.

Clayton & Forton (2001) showed interesting views when they argue that too much of the material resources, for example in a class, distort the learning environment and may impact negatively students' achievement. These authors found that flexible classroom spaces that allowed for small group activities enhanced the learning environment. Classrooms must fit student's bodies and allow for interpersonal interaction. They also found that classrooms often have excessive furniture, and clustered materials which limit the ability of a classroom space to support this developmental need. This flexibility was found to be critical to student development, learning, and attitude. However, the problem in most poor countries is not too many materials clustered in class rooms, it is actually the lack of them. So this study investigated teachers' productivity of students in schools with adequate learning materials and those with less.

Fulles (1985) discovered that students who have used two or more books were almost three times better than those who had no textbooks in school. Hallack (1990) emphasized that the availability, relevance and adequacy of educational resources items contribute to academic achievement. According to Kilonzo, (2007), provision of quality and relevant education and training are dependent on among other things, interest and attitudes of the learners, the supply of adequate equipment and learning materials all of

which have all effects on acquisition of skills. This shows that in addition to interest, adequate and relevant teaching materials if properly used can boost the learning of the student even if when abstract concepts are being taught. Too much theoretical teaching by the teachers at the expense of many simple coordinated classroom activities makes the subjects appear abstract thus students disliked learning. About the subjects it is pointed out that teachers with full of content enhance effective classroom control as compared to those of low content. This was supported by Jackson (1968) as cited in Kilonzo (2007) who argued that classroom teaching requires accurate preparations of materials which can stimulate learners' attention.

Eshiwani (1983) noted that "the factors affecting the students' performance fall into two categories" social and environmental factors on one hand and on the other class size, large classes contribute significantly to poor performance and poor control of the class, the availability of adequate physical facilities as well as equipped libraries, essential equipments and teaching materials are very important. This study wanted specifically to examine the influence of learning materials on students' performance in Pakwach District, Keiyo district, which all other studies have not contextualized

Corkroft (1981) maintains that.. "In both primary and Primary schools, there should be a supply of reference books for teachers related to the teaching of different subjects. This should include publication of the professional teachers guide which relates to textbooks which serve as additional resources for the teachers" The use of teaching aids helps to facilitate the teaching and learning of concepts increases the efficiency on information process, giving meaning to words, helps focus on students interest and assist the teacher to relate abstractness to concreteness, hence the pose of teaching aids is also important. Walberg & Thomas (1972) in their own contribution reported that children learn best when they can actively explore an environment rich in adequate materials. Scopes (1973) asserts that "...in many cases, in fact certain strategies and methods are precluded if necessary materials are not available and in other cases the limitation of materials, impose a group structured plan "Thus the availability of resources in schools assists in achieving the education goals and objectives through students involvement.

CHAPTER THREE

METHODOLOGY

3.1. Research design

This was descriptive correlational survey designs. Correlational design was used because the study was interested in relating educational resources and with teachers' productivity. It was a survey because it involved quite a big data and also checklist was used to collect data in only selected areas with simple sampling method.

3.2. Research population

The target population of this study were all the teachers and Primary school pupils in Pakwach District. The District has 11 Primary schools and 207 teachers and 560 form four pupils. The accessible population comprised of 210 form four students who were required to provide information about the available educational resources in their schools and teachers' productivity.

3.3. Sample size

The researcher used Morgan and Krejcie (Cited in Amin 2005), to select form four students. According to Morgan & Krejcie (in Amin, 2005), 260 was adequate as sample.

Table 3:1
Sample size population

Category	Population	Sample size	Techniques to be used students
Schools	11	all	universal
Teachers	207	50	Random sampling
pupils	560	210	Purposively selected form four

Source: Field data

3.4. Sampling Procedure

Purposive sampling was used to identify only form four students who formed the principal respondents of the study on the basis of their maturity, good orientation with the teachers' productivity and Educational resources in the school. The sample size for respondents was determined by simple random sample method. Out of the total five schools selected, the researcher drew a total of 136 respondents.

3.5. Research Instruments

There was one set of researcher made questionnaire this was directed to students in Primary schools in Pakwach District. Questionnaires were equally distributed to all the five schools. The questionnaire consisted of two parts, section A, profile of the respondents, then Bi, The independent variable in this study was educational resources, broken into three components (physical, human and material). Each of these was measured using 11 items in the questionnaire. B2 which was Dependent variable had questions on teachers' productivity, broken into 3 aspects, each of these was measured using 8 items each. Most questions in the questionnaire were closed-ended, based on the 4 point Likert Scale. The following rating scale was used;

Response Mode	Rating	Interpretation
Strongly Agree	4	Very high
Agree	3	High
Disagree	2	Low
Strongly disagree	1	Very low

3.6. Validity

Content validity of the Questionnaire was ensured through use of valid concepts and/or words which measure the study variables as cited in literature. The supervisors and Experts helped to evaluate the relevance, wording and clarity of questions or items in the instrument. Supervisors and other staff from faculty of education and other related faculties also were used in this endeavor. A content validity index of 0.7 was to

determine content validity, as per Amin (2005). Construct validity was ensured using factor analysis.

3.7 Reliability

Reliability of the instrument Cronbach alpha was used to ensure reliability of the instrument, SPSS. A Cronbach Alpha stated by Amin (2005) of at least 0.7 was used to determine reliability of the instrument.

3.7. Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the College of Education Studies and Research for the researcher to solicit approval to conduct the study from respective heads of primary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained to about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistants who assisted in the data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

38. Data analysis

Data on completed questionnaire was edited, categorized or coded and entered into the computer SPSS to summarize them, using simple and complex frequency tables or cross-tabulations. The same package was used to analyze data further, by computing relative frequencies, means, standard deviations and other relevant statistics for the first, second and third objectives. In the fourth objective, level of teachers' productivity was correlated with the respective educational resources using Pearson's Linear Correlation Coefficient, as is deemed appropriate.

3.9. Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Sought permission to adopt the standardized questionnaire on school effectiveness through a written communication to the author.
2. The respondents and schools were coded instead of reflecting the names.
3. Solicited permission through a written request to the concerned officials of the primary schools included in the study.
4. Requested the respondents to sign in the Informed Consent Form (Appendix 3)
5. Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Presented the findings in a generalized manner.

3.10. Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. Extraneous variables which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

This chapter presents the description of respondents, descriptive statistics of variables, the impact of educational resources on students' performance in Pakwach District, as shown by the study objectives. The hypotheses of the study is also tested here and the research questions are answered.

4.2. Socio demographic Characteristics of respondents

4.2.1. Profile of respondents

Respondents in this study were Primary school students from the five schools in Pakwach District. Students in this study were described by sex, and age. Table 2 shows the description of this information;

Table 4:1
Profile of the Respondents(pupils)

Category		Frequency	Percentage (%)
Age	15-20	102	75
	20-above	34	25
Total		136	100
Gender	Male	73	64
	Female	63	46
Total		136	100

Source; Field Data 2017

Table 2 above, it is categorically evident that as concerns age, 75% of the pupils as respondents were aged between 15 and 20, where as 25% were above 20 years old. This could possibly imply that most of the pupils are adults, they actually may have been

moving from one class to another within the right time since it is calculated that when they reach form four, they should be around 18 years old under normal progression. Most also may have been off and on schooling because of social and economic factors. Gender parity has almost been achieved in this District since the difference in number between the number of boys and girls is not that big. Whereas girls are few at 46 %, the boys are 64% which margin is not that big.

4.2.2. Level of Educational Resources

The independent variable in this study was educational resources, broken into three components (physical, human and material). Each of these components was measured using 11 items in the questionnaire, as described herein; The first component of the independent variable was physical resources in schools, measured using 11 items in the questionnaire, The second component of the independent variable was human resources in schools, The third component of the independent variable was material resources in schools, measured using 11 items in the questionnaire measured using 11 items in the questionnaire. All these aspects were each Likert scaled between one to five, where 1=Very inadequate or not available at all; 2=inadequate; 3=Neither inadequate nor adequate; 4=adequate; and 5=very adequate. Teachers were required to rate the level of availability or adequacy of each of these materials by ticking the number in the box. Their responses were summarized using SPSS's means and standard deviations as indicated in table 3

Table 4:2
Level of Educational Resources (n=136)

Indicators of Physical resources in a school	Mean	Interpretation	Rank
1. Classrooms,	2.58	Low	15
2. Administrative block	3.39	High	4
3. Libraries	2.81	Low	10
4. Assembly halls	2.04	Low	26
5. Sickbay	1.72	Low	32
6. Staff quarters	3.60	High	1
7. Students' hostels	2.94	Low	8
8. Kitchen	3.57	High	2
9. Canteen	2.78	Low	11
10. Play grounds	3.07	High	7
11. lavatory and toilets	1.93	Low	29
Total	2.77	Low	
Indicators of human resources in a school	Mean		
1. Qualified teaching staff	1.90	Low	30
2. non- teaching staff	1.95	Low	27
3. bursar	2.63	Low	13
4. laboratory attendants	1.94	Low	28
5. Clerks (secretaries)	1.73	Low	31
6. messengers	2.10	Low	25
7. gatekeepers	2.60	Low	14
8. gardeners	2.73	Low	12
9. cooks	2.44	Low	20
10. administrators	1.52	Low	33
11. Security guards	2.48	Low	18
Total	2.18	Low	
Indicators of material resources in a school	Mean		
1. Good up to date and relevant textbooks	2.45	Low	19
2. Demonstration charts	2.84	Low	9
3. Studymaps	2.31	Low	23
4. audio-visual equipments	2.24	Low	24
5. radios	2.43	Low	21
6. tape recorder and players	2.57	Low	16
7. television	2.56	Low	17
8. video tape recorder and players	2.42	Low	22
9. Laboratory chemicals and equipments	3.11	High	6
10. Chalk all the time at school	3.49	High	3
11. Food/ water	3.12	High	5
Total	2.69	Low	
Overall	2.55	Low	27

4.2.3. Physical resources

The means in table 4 indicate that students rated differently availability of different physical resources in their schools. For example, classrooms, administrative blocks, students' hostels, canteens and play grounds were all rated as neither inadequate nor adequate with means ≥ 3 . However, libraries, assembly halls, sickbay, lavatories and toilets were rated inadequate at mean ≤ 3 . Some resources like kitchen and staff quarters were rated adequate with mean ≥ 4 . To get a summary picture on how teachers rated availability of physical resources in their schools, an average index (PHYSICAL) was computed for all the 11 items in table 4, which turned out to have a mean index of 2.77, confirming that on average physical resources of education in schools of Pakwach District are neither inadequate nor adequate (mean index ≈ 3).

4.2.4. Human resource

The means in table 4 indicate that human resources in Pakwach District Primary schools were inadequate (most means ≤ 2), which falls under inadequate on the Likert scale. For example availability of qualified teachers (mean=1.90), non teaching staff (mean=1.95), laboratory attendants (mean=1.94), secretaries (mean=1.73), messengers (mean=2.10), cooks (mean=2.44) and administrators (mean=1.52), were all rated inadequate in these schools (all means ≤ 2). However, some human resources found to be fairly adequate, for example bursars (mean=2.63), gatekeepers (mean=2.60) and gardeners (mean=2.73). To get a summary picture on how teachers rated availability of human resources in their schools, an average index (HUMAN) was computed for all the 11 items in table 4, which turned out to have a mean index of 2.18, confirming that on average, human resources in Pakwach District Primary schools are still inadequate.

4.2.5. Material resource

The means in table 4 indicate that material resources in schools were fairly adequate (most means³). For example, demonstration charts (2.84), Chalk (3.49), food/water (3.12) and so on, were all rated as neither inadequate nor adequate. But some other materials such as textbooks (2.45), maps (2.31), audio-visual equipments (2.24) and so on, were all rated inadequate. To get a summary on how teachers rated availability of material resources in their schools, an average index (MATERIALS) was computed for all the 11 items in table 4, which turned out to have a mean index of 2.69, confirming that material resources were rated as neither inadequate nor adequate (mean index³).

4.2.6. Teachers' Productivity

In this study, teacher productivity formed the dependent variable. Teacher productivity was conceptualized into 3 facets; Planning and preparation (measured using 8 items in the questionnaire), Classroom Culture (measured using Items in the questionnaire) and instructional assessment (measured using 8 items). The students were requested to rate their scores after which they were tabulated as follows;

Response Mode	Rating	Interpretation
Strongly Agree	4 Very	High
Agree	3	High
Disagree	2	Low
Strongly disagree	1	Very low

Table 4:3
Level of Teacher Productivity

Planning and Preparation	Mean	Interpretation	Rank
Practice punctuality	3.80	High	3
Recognizes and encourages the potentials of each student	3.48	High	6
Identifies errors made by the students and deals with them appropriately	3.36	High	7
Responds sensitively to the various stages of the emotional, physical, and intellectual development of students	3.11	High	10
Demonstrates the ability to discuss on an appropriate level the subject matter related to his/her assignments with students.	2.88	Low	14
Is available to students at appropriate times	2.84	Low	15
Uses current ideas, concepts, and resources to supplement and enrich the curriculum	2.83	Low	16
Plans for and creates assessments that measure students' achievement against standards	2.23	Low	23
Total	3.07	High	
Classroom Culture	Mean		
Develops readiness for learning	4.22	Very High	1
Assists students in establishing goals for learning	3.91	High	2
Involves students in learning experiences that leads to optimum performance	3.64	High	4
Demonstrates a focus to all student's success and growth	3.63	High	5
Nurtures the development of positive inter-group and intra-group relations	3.24	High	8
Demonstrates meaningful use of supplemental materials and aids	3.13	High	9
Acts in a manner that fosters and reflects cooperation and mutual respect	3.10	High	11
Organizes, arranges, and utilizes resources and equipment in a manner which promotes learning.	2.93	Low	12
Total	3.47	High	
Instruction and Assessment	Mean		
Demonstrates current knowledge of curriculum in subject field	2.65	Low	18
Identifies and clearly communicates lesson objectives to students	2.89	Low	13
Uses effective questioning and discussion	2.37	Low	21

techniques which provide students with opportunities to participate actively			
Collects and shares evidence of students' learning	2.24	Low	22
Utilizes different types of assessment activities	1.43	High	24
Conveys assessment results to students in a timely manner	2.57	Low	19
Provides opportunity for one to one instruction with students	2.79	Low	17
Assists students with self management skills.	2.43	High	20
Total	2.42	Low	
Overall Mean	2.99	Low	

Source; Field Data

Table 3 above clearly indicates that the overall level of teacher productivity is less sufficient with an overall mean of 2.99. The components of teacher productivity scored such that; planning and preparation had a mean of 3.07, which is rated sufficient, classroom culture scored a mean of 3.47, which in the decision rule is ranked sufficient, instruction and assessment scored a mean of 2.54 which is rated less sufficient.

As regards the aspect of planning and preparation, the item that ranked highest was teachers' punctuality, with a mean of 3.80 , this could be so due to the fact that most teachers stay in the staff quarters that are within the school compounds. Other items That ranked sufficient include; recognizing and encouraging the potentials of each student, (mean=3.48) and identifying errors made by the students and dealing with Them appropriately, (mean=3.36). other items that were rated less sufficient include; demonstrating the ability to discuss on appropriate level the subject matter related to his/her assignment with students, (mean=2.88), the teacher is available to students at appropriate times (mean=2.84) among others.

With respect to classroom culture, the overall score was sufficient. The item with the highest rating was the aspect of developing readiness for learning, with a mean of 4.22. The aspects that scored sufficient include; assisting students in establishing goals for learning, (3.91), involves students in learning experiences that leads to optimum

performance (3.64), demonstrate a focus on all students' success and growth, (mean=3.63), and demonstrates meaningful use of supplemental materials and aid (mean=3.1) among others.

With regard to instruction and assessment, the item with the highest rating was identifying and clearly communicating lesson objectives to students with a mean of 2.89. Other items that ranked less sufficient include demonstration of current knowledge of curriculum in subject field, a mean of 2.65, conveying assessment results to students in a timely manner, a mean of 2.57, providing opportunity for one to one instruction with students, a mean of 2.79 among others.

4.3. Pearsons' linear correlation coefficient on the relationship between Educational resources and teachers' productivity .

The dependent variable in this study was teachers' productivity conceptualized in terms of planning and preparation, classroom culture, and Instruction and assessment, which the fourth objective was directed to establish the relationship between level of academic resources and level of teachers' productivity. Level of academic resources was divided into three aspects, human, material and physical resources.

The fourth objective of this study was to assess the relationship between a level of academic resources and level of teachers productivity. To determine this the researcher computed and correlated mean indices based on the perceptions of the respondents on the level of academic resources with that of teachers' productivity. The Pearson's linear correlation coefficient (r) was used to correlate the mean indices and results are shown in table 5

Table 4:4
Relationship between level of Educational resources
and level of teachers' productivity

Variables Compared		Mean	r	Sig.	Interpretation	Decision on Ho
level of educational resources vs	Less Sufficient	2.55	0.714	0.00	There is a strong positive relationship	Rejected
level of teachers' productivity	Less Sufficient	2.99				

Source Field Data

The r-values in table 5 indicate a positive relationship between level of educational resources and level of teachers' productivity ($r\text{-value} > 0.5$), suggesting that the more the resources are availed in the school, the more the teachers' productivity improves and vice versa. Considering that all the sig. Values in table five indicate a significant correlation between the two variables ($\text{sig. values} < 0.05$). Basing on this analysis the null hypothesis is rejected, leading to a conclusion that educational resources significantly affect teachers' productivity and this relationship is very strong.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the findings, conclusions and recommendations following the study objectives and pertinent hypotheses. The areas for further research are also suggested here.

5.2. Discussion

This study set out to find out the influence of educational resources on teachers' productivity in Pakwach District. It was guided by 4 questions, that included determining the level of educational resources, levels of teachers' productivity and the relationship between educational resources and teachers' productivity in Pakwach District, Uganda.

Under objective one, the study found out that as concerns age, 75% of the respondents were aged between 15 and 20, whereas 25% were above 20 years old. This could possibly imply that most of the students' academic progress is fine, moving from one class to another within the right time since it is calculated that when they reach form four, they should be around 18 years old under normal progression. Gender parity has almost been achieved in this District since the difference in number between the number of boys and girls is not that big. Whereas girls are few at 46 %, the boys are 64% which margin is not that big.

As pertains to objective 2, the study found out that the overall level of teacher productivity is less sufficient with an overall mean of 2.99. The components of teacher productivity scored such that; planning and preparation had a mean of 2.76, which is rated less sufficient, classroom culture scored a mean of 3.47, which in the decision rule is ranked sufficient, instruction and assessment scored a mean of 2.54 which is rated less sufficient.

As regards the aspect of planning and preparation, the item that ranked highest was teachers' punctuality, with a mean of 3.80, this could be so due to the fact that most teachers stay in the staff quarters that are within the school compounds. Other items that ranked sufficient include; recognizing and encouraging the potentials of each student, (mean=3.48) and identifying errors made by the students and dealing with appropriately, (mean=3.36), other items that were rated less sufficient include; demonstrating the ability to discuss on appropriate level the subject matter related to his/her assignment with students, (mean=2.88), the teacher is available to students at appropriate times (mean=2.84) among others.

With respect to classroom culture, the overall score was sufficient. The item with the highest rating was the aspect of developing readiness for learning, with a mean of 4.22. The aspects that scored sufficient include; assisting students in establishing goals for learning, (3.91), involves students in learning experiences that leads to optimum performance (3.64), demonstrate a focus on all students' success and growth, (mean=3.63), and demonstrates meaningful use of supplemental materials and aid (mean=3.1) among others.

With regard to instruction and assessment, the item with the highest rating was identifying and clearly communicating lesson objectives to students with a mean of 2.89. Other items that ranked less sufficient include demonstration of current knowledge of curriculum in subject field, a mean of 2.65, conveying assessment results to students in a timely manner, a mean of 2.57, providing opportunity for one to one instruction with students, a mean of 2.79 among others.

In the view of the third objective, educational resources were; I) fairly adequate in terms of physical (mean index = 2.71 or z3); ii) inadequate in terms of human (mean index2); and iii) fairly adequate in terms of material (mean index = 2.68 or 3).

Results using Pearson's Linear Correlation Coefficient found that; there is a positive relationship between level of educational resources and teachers' productivity ($r\text{-value} > 0$), suggesting that the more the resources are available in the school, the more the teachers' productivity improved and vice versa. Considering that all the sig. Values in table five indicate a significant correlation between the two variables ($\text{sig.values} < 0.00$). Basing on this analysis all the null hypothesis are rejected, leading to a conclusion that educational resources significantly affects teachers' productivity.

5.3. Conclusions

The section gives the conclusion to the study findings in relation to the study objectives and hypotheses; The study concluded that;

1. The number of boys is bigger than the number of girls in Pakwach District Primary schools though this difference is not that big. Many students in this District in form four are in the age bracket of between 15-20 years.
2. The level of educational resources in Pakwach District is generally less sufficient in terms of human, material and physical resources.
3. The level of teachers' productivity is less sufficient.
4. There is a strong positive relationship between educational resources and teachers' productivity.

5.4. Recommendations

Basing on the findings of the first objective/hypothesis, the researcher recommends that if teachers' productivity is to be improved in Pakwach District, then school management and the government should focus more on improving and increasing manpower than focusing on beautifying physical resources. However physical resources are importance but should be improved hand in hand with other resources. Physical resources alone cannot improve students' teachers' productivity however good or adequate they are unless they are supplemented by other resources. It is also

important to note that availability of abundant physical resources without proper manpower to manage them, will negatively impact on students' teachers' productivity, so managers should try to note this, as they distribute their investments in school resources.

Basing on the findings of the second objective/hypothesis, the researcher recommends that if teachers' productivity is to be improved in Pakwach District, then school management and the government should try to do whatever they can to recruit, train and maintain adequate human resources. Of all the human resources needed in the school, administrators should give their priority to quality and experienced teachers. They should also ensure that the teacher pupil ratio is reduced. It is also important to strengthen school management resources because without proper managers to supervise the teachers, students' teachers' productivity may not improve.

Lastly, basing on the findings of the third objective, the researcher recommends that if teachers' productivity is to be improved, then management and government as well should try to ensure that they increase material resources in schools. Among the most important resources management should focus mainly at good or quality text books for both teachers and students to reference, maps, charts and audio-visual materials. Other materials are also vital but these ones mentioned should be given priority before others.

5.5. Suggestions for Further Research

The findings of this study are not conclusive on the problem of teachers' productivity relation to educational resources, further studies can be conducted to examine the relationship between financial resources and students' teachers' productivity in the same zone. A similar study can be conducted using management as an intervening factor, since it is assumed that without good management, even resources are prevalent, performance may not be good. Another study may be conducted to find out the relationship between numbers of students in a class and teachers' productivity. A

similar study can be done to find out how teachers' work load affect students' performance.

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APPENDICES
APPENDIX 1
TRANSMITTAL LETTER

APPENDIX II:
INFORMED CONSENT
INFORMED CONSENT

I am giving my consent to be part of the research study of Ms. Onyai Ongiera Max Santous that will focus on Academic Resources and teachers' productivity in Pakwach District Uganda . I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____ Date _____

APPENDIX: III
RESEARCH INSTRUMENT
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear respondent, Greetings!!

I am a student at Kampala International University (KIU). I am undertaking a research study on **the relationship between Educational Resources and Teachers' productivity of Primary school teachers in Pakwach District** as a partial fulfillment of the requirements for the degree of master in education. As I pursue to complete this academic requirement, may I request your assistance by being part of this study? Your responses will be used for research purpose only and your identity kept confidential.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you have received it? Thank you very much in advance.

Yours faithfully

.....

APPENDIX IV
FACE SHEET;

Code#

Date received by respondents.....

SECTION A: BACKGROUND CHARACTERISTICS

Please tick C✓) where applicable

1. Initials (optional).....

2. Sex male_ Female_

5.Age group

1. 15-20years_

2. 21 and above years —

Code#

Date received by respondents.....

SECTION B

Evaluation of how students rated adequacy of resources in the schools (Tick where applicable)

Rating	Response Mode	Interpretation
4	Strongly Agree	Very High
3	Agree	High
2	Disagree	Low
1	Strongly disagree	Very Low

Indicators of Physical resources in a school

_1. You have enough classrooms.

_2.You have sufficient administrative block

_3.The library in your school is sufficient

_4. Assembly halls are enough

— 5. the sickbay in your school sufficient

— 6. you have enough staff quarters

- 7. you have enough students' hostels
- _8. you have sufficient kitchen
- _9. you have sufficient canteen
- _10. you have sufficient Play grounds
- 11. you have sufficient lavatory and toilets

Indicators of Material resources

- _1. you have good up to date and relevant textbooks
- _2. you have sufficient demonstration charts
- _3. you have sufficient study maps
- _4. you have enough audio-visual equipments
- _5. you have enough Radios
- _6. you have sufficient tape recorder and players
- _7. you have sufficient television
- _8. you have sufficient video tape recorder and players
- _9. you have sufficient Laboratory chemicals and equipments
- _10. you have chalk all the time at school
- _11. you have enough food water

Indicators of human resources in a school

- _1. you have enough qualified teaching staff
- _2. you have enough non- teaching staff
- _3. you have sufficient (bursar)
- _4. you have enough laboratory attendants
- _5. you have enough clerks (secretaries)
- _6. you have enough messengers
- _7. you have enough gatekeepers
- _8. you have enough gardeners
- _9. you have enough cooks
- _10. you have enough administrators

_11. you have enough security guards

Section C; Questionnaire on Teacher productivity

C1. Planning and preparation —your teachers; _

1. Practice punctuality

_2. Recognizes and encourages the potentials of each student

_3. Identifies errors made by the students and deals with them appropriately

4. Responds sensitively to the various stages of the emotional, physical, and intellectual development of students

_5. Demonstrates the ability to discuss on an appropriate level the subject matter related to his/her assignments with students.

_6. Is available to students at appropriate times

_7. Uses current ideas, concepts, and resources to supplement and enrich the curriculum

_8. Plans for and creates assessments that measure students' achievement against standards

C2 Classroom culture

_1. Develops readiness for learning

_2. Assists students in establishing goals for learning

_3. Involves students in learning experiences that leads to optimum performance _4. Demonstrates a focus to all student's success and growth

_5. Nurtures the development of positive inter-group and intra-group relations 6. Demonstrates meaningful use of supplemental materials and aids

7. Acts in a manner that fosters and reflects cooperation and mutual respect

_8. Organizes, arranges, and utilizes resources and equipment in a manner which promotes learning

C3 Instruction and assessment

_1. Demonstrates current knowledge of curriculum in subject field

- _2. Identifies and clearly communicates lesson objectives to students
- _3. Uses effective questioning and discussion techniques which provide students with opportunities to participate actively
- _4. Collects and shares evidence of students' learning
- _5. Utilizes different types of assessment activities
- _6. Conveys assessment results to students in a timely manner
- _7. Provides opportunity for one to one instruction with students
- _8. Assists students with self management skills.

Thank you for your cooperation

Researcher's curriculum vitae

NAME : ONYAI ONGIERA MAX SANTOUS
DATE OF BIRTH : 24/06/1958
GENDER : MALE
NATIONALITY : UGANDAN
MARITAL STATUS : MARRIED
CONTACTS : 0782-908056
RELIGION : CATHOLIC

EDUCATION BACKGROUND:

Year	School/Institution	Award
2015-2017	Kampala International University	Master of Education
2008-2009	Kampala International University	Bachelor of Education
2000-2004	National Teachers College Unyama	Diploma in Primary Education
1989-1991	Paidha Teachers College	Grade III Teachers Certificate
1980-1983	Kabwangasi Teachers College - Mbale	Grade II Teachers Certificate
1971-1977	AIwi Primary School	P.L.E Certificate

SKILLS AND KNOWLEDGE:

- Computer skills
- Monitoring and evaluation skills
- Management skills
- Record keeping skills
- Communication skills
- Negotiation skills

PERSONAL ATTRIBUTES:

- Self motivated and able to work with or no supervision
- Ability to work in team
- Flexible and ever ready to adjust to new for any positive change
- God fearing
- Result oriented
- Hardworking
- Quick decision maker
- Commitment to work effectively and meeting deadlines.

LANGUAGE PROFICIENCY:

- English
- Kiswahili
- Luo
- Jonam
- Alur

HOBBIES:

- Reading Newspapers
- Fellowshiping
- Sharing views
- Learning new skills
- Socializing with people
- Making new friends
- Watching TV
- Watching sports

REFEREES:

1. Mr. Opige Paul Yoacel
DEO — Pakwach District
Tel. 0772466561

2. Mrs. Qyikonyinga Owel Joseph
Tel. 0774491628

3. Mrs. Ongiera Donasiano
Tel. 0775099498