

The Impacts of Instructional Materials on Academic Performance of Secondary School Students in Ekiti State, Nigeria

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Abstract

This study investigated the impact of instructional materials on academic performance of secondary school students of Eleyo high school, Ikere-Ekiti, Ekiti state, Nigeria. The research design adopted was a descriptive survey research which was questionnaire based. This study was conducted in Eleyo High School, Ikere-Ekiti. The population consisted of selected students in Eleyo High school, IkereEkiti, EkitiState. A sample of 50 students in Eleyo high school, Ikere male students and female students were used for the study. The research was guided by three research hypotheses. These hypotheses were formulated to guide the study. The data collected were analyzed and the formulated hypotheses were tested using Chi-Square Test of independent sample. The instruments used to elicit the relevant data were: the questionnaire designed by the researchers to elicit information on school, gender, teaching aids, class and years of teaching experience of teachers. The findings showed that there is significant relationship in the impact of problems associated with the use of instructional materials, and the findings also revealed that there is significant relationship in the principles and guidelines for the selection and uses of instructional materials among Eleyo high school students. The study recommends the government to support public secondary schools fully and have a greater impact on students' academic performance and Teachers should improvise instructional materials when not readily available.

Keywords: Impact, Instructional materials, secondary schools, academic performance.

Introduction

Education as an agent of transformation is structured and organized to meet the needs of man and society. It accounts for all discoveries and advancement in the modern world. The concept of Education according to Wikipedia is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habit. Recently, the quality of education delivery has been on the lips of education administrators and policy formulators within and outside the field of Education (Business education inclusive).

Instruction was derived etymologically from the Greek word "instruo" which means to construct, build, prepare, draw up; fit out; instruct, teach (Whitaker, 2017). Instructional according to Abimbade (2012), is a specified technique or a means of controlling or managing sequence of events to produce a change or to modify certain behaviours through learning. Instructional materials is defined as chart expressions of content designed to promote learning and improve performance. Clark (2014) opined that the learning value of any visual will depend on three interactive factors which are: the features of the visual; the content and goal of the lesson; characteristics of the learners.

In the modern world today, functional education provides the basic instrument for gainful employment, personality progress, economic prosperity, and development moral built up, and positive interpersonal relationships; while lack of its signifies ignorance, underdevelopment, maladjustment, crime, poverty, frustration, among others. Effective teaching may be unavoidable without functional instructional materials to enhance innovative production in modern fields such as science and technology, among others Idris, 2008. Education is the focal point to a country genuine growth and development for every Nigerian child in whatever moral, mental, emotional, psychological and condition of health. The teachers, who are to implement the (U.B.E) curriculum, are also expected to use a wide range and quality instructional materials for effective and efficient teaching and learning classroom activities. What then is Instructional Material? Instructional materials are essential tools in learning every subject in the school curriculum. They allow the students to interact with words, symbols and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, using media and technology.

Instructional materials are print and non-print items that are designed to impact information to students in the educational process. Instructional materials include items such as prints, textbooks, magazines, newspapers, slides, pictures, workbooks, electronic media, among others (Faize & Dahan, 2011).

Instructional materials play a very important role in the teaching-learning process the availabilities of textbook, appropriate chalkboard, Mathematics kits, Science kit, teaching guide, science guide, audio-visual aids, overhead projector, among others are the important instructional materials (Yusuf, 2005). However many facilities are missing in approximately almost all secondary schools in the state. The first instructional material is the textbook. Various definitions to textbook emphasize the role of textbook as tool for learning. Textbook is the nucleus to all the learning activities related to a particular curriculum. Textbook plays a vital role in imparting knowledge to the students in the third world countries. Raw (2010), the next instructional materials are the chalkboards. The chalkboard is the teaching aid that teachers frequently used; particularly during the lectures and discussions. Yusuf (2005). There are different kinds such as, blackboard, maker board, write board, felt board and magic board. The teachers use it in classrooms to write the important words, statement, to draw diagrams, figures and maps. Other prominent instructional material include; mathematics kits. This is usually study kit; it is a box containing a variety of visual aids artistically assembles and displayed pertaining to a single topic (Nichollos, 2000).

A classroom observation is an act of watching a teacher's performance in their classroom or learning environment. Classroom observations are a quantitative way of recording and measuring teacher behavior and mastery by systematically watching and recording them in action. There are two basic types of observations, the first of which is when a school administrator watches a teacher's performance as a part of a formal job performance evaluation at a regularly scheduled interval (often annually). The second is an observation performed by a teacher's peer or peers, instructional specialist, or coach with the stated goal of providing the teacher with relevant feedback based on their interactions with students and their execution of teaching methods with the primary goal of making improvements in their classroom management and instructional techniques. Typically, it is new general and special education teachers who are the focus of classroom observations as they have less experience and stand to benefit the most from the process. That said, experienced teachers can benefit from the feedback and insights gained through observation as well as provide another perspective on their performance that may shed light on techniques that they are using improperly or not at all. A classroom observation can be as brief as a few minutes or as long as an entire school day or more.

The fundamental purpose of classroom observation is to improve student outcomes by improving the instructional prowess of the teacher. A secondary purpose of observation is to perform an investigation into possible inequities in instruction among different groups of students. This allows teachers and researchers to identify biases in how different groups of students are treated based on their gender, socio-economic standing, or other differentiating factors to help eliminate them. A final purpose is to provide researchers with information on current educational practices and to identify instructional problems.

There are many different ways for an observer to effectively perform an observation. Some utilize home grown in-house methods while others deploy nationally recognized models created by educational experts and further validated by research-based data. It really depends on the standard operating procedures of the school and the person performing the observation in which methods are used in a specific circumstance. Good classroom observation will contain most or all of the following elements: a stated purpose for the observation, a specific observational focus, operational definitions of all the observed behaviours: training procedures for observers, an observation schedule, a setting, a unit of time, a method to record the data and a method to process and analyze data.

Traditionally, all classroom observations were performed in person. Technology is now regularly being used to make the process more accessible and effective. The ubiquity of smart phones and tablets that have high-quality recording devices have made the video recording of classroom performances not only possible but easy and cost-effective. There are also subscription-based online services that are capable of providing another level of observational functionality and data analytics that are difficult to reproduce using the more traditional face-to-face observation and paper recording methods.

Instructional materials play a crucial role in facilitation teaching and learning. When used well, they help to improve teacher effectiveness and learning. Instructional materials come in many shapes and sizes, but they all have in common the ability to support teaching and learning. This topic will walk you through everything you need to start selecting and designing adequate and engaging materials which you can start using tomorrow.

Instructional materials provide the basis for what learners will experience and learn. They hold the power to either engage or demotivate learners. Therefore, instructional materials must be carefully planned, selected, organized, refined, and used. Instructional materials are essential tools in learning every subject in the school curriculum. They allow the

students to interact with words, symbols and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, using media and technology.

Statistics has shown that most of our secondary school teachers no longer make use of instructional materials when teaching and this have a negative impact on the teaching and by extension having negative impact on the academic performance of the students. Some of these impacts include, the students will not be able to concretize the lesson that is been taught, they are unable to visualize what the teacher is teaching because the students do not have a mental picture of what the teacher is passing across to them. This makes the students to easily forget what they have been taught in the school. Without the use of instructional materials, learning becomes boring to the students and they can easily lost interest when there is nothing like instructional materials to motivate them to learn, so whatever the teacher is teaching them, they cannot assimilate it easily. Again, when instructional materials are not used when teaching, it makes the students to be passive, they don't have the chance to participate in class activities. They mainly become passive listeners and this reduces their thinking ability and they are unable to reason out things on their own. Statistics has also shown that most secondary lack these instructional materials in their schools and also they lack trained teachers who know how to use these materials. It is this lack of instructional materials in the teaching learning process that prompted the researcher to investigate the impact of instructional materials on academic performance of secondary school students in Ikere local government.

Research Hypotheses

- i. There is no significant difference in problem associated with the use of instructional materials among Eleyo high schools students in Ikere local government.
- ii. There is no significant difference in the extent to which instructional materials impact students' academic performance in secondary schools
- iii. There is no significant difference in the principles and guidelines for the selection and uses of instructional materials among Eleyo high school students.

Literature Review

The concept of instructional materials

Teaching at any level requires that students be exposed to some form of simulation. Ikerionwu (2010), refers to instructional materials as objects or devises that help the teacher to make learning meaningful to the learners. Instructional materials, which are educational inputs, are of vital importance to the teaching of any subject in the school curriculum. Wales (2015), opined that the use of instructional materials would make discovered facts glued firmly to the memory of students. A teacher who makes use of appropriate instructional materials to supplement his teaching will help enhance students innovative and creative thinking as well as help them become enthusiastic, Ekwueme & Igwe (2011).

Instructional materials refer to objects or devises which help the teacher to make learning meaningful to the learners, (Ikenionwu, 2000). Ezegbe, (2014), classified them into two; visual materials made up of reading and non reading materials, and audio visual materials comprising electrically operated and none electrically operated materials. According to Aduwa el al, (2015), these materials and resources include, audio tapes recorders, video tape recorders, slide projectors, still pictures, programmed instructional film strips, maps, chart, graphs and many more; offer a variety of learning experience individually or in combination to meet different teaching and learning experiences. Ngaroga, (2017), talks of

teaching and learning materials as those that are accessed in the School environment, collected and brought. They can be three dimensional, two dimensional real objects and others are electronic.

Instructional materials can be improvised, (SMASE Project, 2010). Onasanya et al: (2018), Adebimpe (2017) and Aguisiobo (2019) notes that improvisation demands adventure, creativity, curiosity and perseverance on the part of teachers. Such skills are only realized through well-planned training program on improvisation. Odii (2010) asserts that improvised instructional materials may be used as practice devices with which the students build accuracy, understanding and efficiency.

According to Dada (2016), improvises instructional materials involve the fact of producing and using alternative resources aimed at facilitating instruction. Again, Ikwuas and Onwiodiket (2016) states that improvised materials involve selection and deployment of relevant instructional elements of teaching and learning processes in absence or shortage of standard teaching and learning materials, for meaningful realization of specified educational goals and objectives. Abimbade (2014) had earlier noted that the approach of using improvised materials in mathematics classroom assist in proper introduction of new skills, develop understanding as well as show the appropriate way of doing things.

Instructional strategies need to be identified where the use of manipulative are often suggested as some of the effective approaches to improve student mathematics achievement (Gurbuz, 2010; Sherman & Bisanz, 2019). Mathematics manipulative-based instructional techniques are approaches that include opportunities for students to physically interact with the objects to learn target information (Carbonneau & Marley, 2012). For example, at the elementary level, teachers use play money to help students learn basic arithmetic functions. The use of manipulative in mathematics instruction has been cited as a strategy to allow students draw on their practical knowledge (Burns, 2016). Concrete objects that resemble everyday items should assist students in making connections between abstract mathematical concepts and the real world (Brown, Neil, & Glernberg, 2019).

Brudett & Smith, (2013) in their study based on 57 schools in England and Wales concluded that those learning institutions with abundant learning and teaching resources, favorable student-teacher ratio, commendable workload and good reward and incentives for teachers perform better than the institutions that do not provide the same. However in a clear departure from the above views, Orji (2012) and Ekpe (2010) in their independent studies agreed that instructional materials are not necessarily important if the learners are intelligent and the teacher has good mastery of the subject matter. Egbu (2012) argues that involving learners in classroom activities is what matters most as it makes teaching learner centered. Eke (2010) carries out a survey study on the various roles of using instructional materials in academic performance in Ekiti state. In this study female teachers were found to use instructional materials more than the male teachers. The finding equally showed that female teachers are more predisposed than the male teachers in terms of improvisation of instructional materials Williams (2014) conducted a study on the extent of utilization of instructional facilities in secondary schools in Ekiti Education zone of Ekiti state, which found that instructional facilities appear to be inadequate. Nwafor (2012) carried out a study on the availability and utilization of Social Studies Instructional materials in secondary schools on Onueke Education zone of Ebony, State. According to this study, instructional mat were available underutilized. Ifeaka (2005) studied the influence on the production and utilization of instructional materials on students' attitude to chemistry in Anambra state. The results revealed that chemistry teachers tend to show a poor attitude towards the production of instructional materials.

Ogboru (2018) stated that, when the issue of Education today is raised, the strands of thought that readily comes to mind are; decline in standard, deterioration of facilities, examination malpractices, mass production syndrome and the like before any other thing else. This calls for an in-dept study and analysis aimed at tutoring each and every stakeholders in the education system or how their actions and inactions have individually and collectively contributed to the collapsing state of education in Nigeria.

The Federal Government of Nigeria in 2013, through the Nigeria education policy redefined and adopted education as an instrument par excellence for effective development. Education goals were then defined in terms of its relevance to the need of the individual as well as in terms of the kind of society desired in relation to the environment, realities of the modern world and rapid social changes.

Use of instructional materials and students academic performance in Secondary school.

The importance of instructional material in teaching and learning cannot be over emphasized. According to Offorma (2014) successful implementation of any curriculum is fully dependent on the quality and quantity of instructional materials available to teachers and students for use in schools. Instructional materials stimulate learner's interest; help both the teachers and the learners to overcome physical limitation during presentation of subject matter. Similarly, instructional materials enrich learning and make it more pleasurable, are used as checks to the teachers knowledge and means for transmission. Instructional materials also give the teachers the air guidance, co-ordination, supervision, and more time for correction and brighten the classroom and bring variety in the class lesson (Eya, 2014).

Instructional materials can be referred to as the wide variety of equipment and materials used for teaching/learning by teachers to stimulate self-activity on the part of the pupils these equipment includes chalkboard, real objects, models, picture, charts, television mock-ups, slide projectors, computer, textbooks, projected, and non projected materials (Ibok, 2016). Usman (2012) described instructional materials as information carrying technologies that can be used for instruction. Instructional materials have been found to enhance the quality of the learning experience for learners in many ways. They improve multi sensory and multi image factors responsible for the ability of teachers to improve instructional materials for the teaching of primary pupils stimuli thus making possible the information easily retrievable for use in the classroom, they can and do affect the relationship of students to one another as they participate in the learning process, and help to create a more relaxed atmosphere.

Onu (2015) had emphasized that children will understand more easily if the teacher uses working models or picture of something which is outside their experience, than if he relies solely on verbal description of it. To Eya (2014) instructional materials stimulates learners' interest; help both the teachers and the learners to overcome physical limitation during presentation of subject matter and are very good for the preservation of records and other documents.

Ekpo (2014) conducted the study on impact of the use of instructional materials on the academic performance of secondary school students in Ekiti State. The result of the analysis using independent-test shows that there is a significant impact of the use of instructional materials on the academic performance in Secondary school. Instructional materials make the teaching learning process easier. Instructional materials are learner-centered which promote meaningful learning. They facilitate teachers teaching activities and make learning more satisfying and more permanent. Oladejo (2011) examined the effect of using standardized and improvise instructional materials on academic performance of secondary school Secondary

school students in Ekiti State, Nigeria. Findings revealed amongst others variables that, there is a significant difference in the performance of students taught using standard instructional materials and those taught without standard instructional materials. Those taught with standard instructional materials obtained the highest achievement score at post test. Secondary school teachers need to be resourceful in instructional selection, planning and utilization so as reduced the cost of production and maintenance of instructional materials. The researchers conclude that the utilization of instructional materials promote and enhance effective teaching-learning process, thus Secondary school teachers should be encouraged to use them in secondary education programme.

According to Role Booklet (2011) the effective teaching of Secondary school includes using strategies to promote constructivist learning, conceptual understanding of subject matter topics and to develop skills and methods for students to understand the process of scientific inquiry, these lending strategies include the use of cooperative learning, technology tools and activities performed.

Ema & Ajayi (2014) assert that "teaching equipment aids materials have changed over the year, not only to facilitate teaching- learning situation but of individuals and groups" Instructional materials are made up of objects such as printed, audio, visual, audio- visual that aid in the successfully delivery of Business studies lessons (Chuba, 2010). To this end, instructional materials are said to be objects or things that teacher can use in the classroom while teaching in order to ease off his teaching activities. However instructional materials cannot address all the teaching- learning problems but it can be to some extent solving them, simply because, there are additional apparatus that can influence the reality of teaching and learning activities.

Joof (2015) explained that "the concept of teaching aids has gone through several evolutionary stage from the simple aids instructional technology, media to communication and educational technology. This however, tells us that instructional materials are not just objects or equipment's used during teaching-learning process but there are those objects improvised by the teacher to make conceptual abstraction more concrete and practical to the relevant materials utilized by a teacher during Business studies instructional process for the purpose of making the contents of the instructions more practical and less vague.

Ema & Ajayi (2016) explained that, without the teacher who is knowledgeable, instructional materials cannot create change and progress but starts to make impact when the teacher begins to make use of it and allows it to take over its values. The above authorities, knowledge of teacher, cannot be overemphasized in the use and handing on any instructional gadgets for effective learning.

The interactive nature of some of the materials are not properly utilized for the teaching of Business studies because of the learning process of the learning experiences reason. Instructional are indispensable factors of teaching leaning process. Ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serves as a channel through which message, information ideas and knowledge are disseminated more easily. They can therefore be manipulated, seen heard felt or talked about. They facilitate activities. They are anything or anybody the teacher turns to for help in his learning process (Esu & Umoren, 2018).

Instructional materials grasp the learner intellect and eliminate boredom. Some of the unique qualities of instructional materials are speedily learning and accuracy. They make the work easier more appeal accurate neat boosting for Clarity of Business studies concepts. Effective teaching using instructional materials requires a lot of creativity as well as sound knowledge of Business studies Bozimo (2012) advised that these are ever increasing numbers

of audio and visual materials available to technical schools that teachers should take advantages of the opportunities to procedure excellent films and recordings covering a wide range of subject matters in Business studies curriculum.

Types of Instructional Materials

Different types and variety of instructional materials are available to be used in teaching any subject effectively. However, it is not all topics that require the same type and quantity of instructional materials. As far as subjects instructions is concerned, these materials could be purchased, made locally or imported from other countries when necessary for the effective teaching of academic performance.

Adekave (2008) summarized instructional materials available for instruction in all subject into four major categories: visual aid: these include pictures, map, chart, graphs, chalk board, sketches, atlas and painting.

Audio Visual aids: Television, Computer, Programmes, film trips, video recording projectors. Auditory aids, audio recording, radios, records or castle tapes, music and printed magazine, journals newspapers, pamphlets, novel, poem, stimulation, games, government records and publication, almanacs, biographic, editorial cartoons and case studies.

Bozimo (2002) asserts that "generally, instructional materials available for use on academic performance in education can be categorized into three, namely, reading materials, audio-visual materials and community resources. She further expressed that the materials can simply be reduced to two groups, namely reading materials and non-reading materials. Notable criteria abound in literature on the taxonomical basis of instructional media. As in Vikoo (2003). such criteria for classifying instructional include degree of expertise/technical skills needed for production, nature of materials, physiological parameter or sensory modality, whether or not projection is involved, place the materials is produced, and miscellaneous characteristics. In terms of degree of expertise, we have high technology materials such as computer memory cards. Bluetooth modems, flash drives, TV sets, internet, etc and low technology materials such as globes, pictures, printed (like textbooks), and non-printed materials such as raido, Alaezi, (2009). On the basis of physiology parameters, we talk of the particular sensory modality of the learners, and this classify instructional materials into the auditory visual, audiovisual, tactile, olfactory, gustatory, and kinesthetic materials (Romiszowski, 1995). Visual materials appeal to the sense of hearing (the ears), such as radio, while audio-visual materials appeal to the senses of hearing and vision, such as the television and computer. Tactile materials appeal to the sense of touching (the skin), such as the Braille, while the olfactory materials appeal to the sense of smell (the nose), such as some chemical specimen Gustatory materials appeal to the sense of taste (the tongue), such as sample food, while kinesthetic materials involves sense of muscular co-ordination (the muscles) with game materials, such as football as the example. I shall not over labour the general typology of instructional materials in education but in the cause of this study, the researcher will take to discussion the types and kinds of instructional materials used in subjects under the following categories:

- i. Projected and electronic materials
- ii. Non-projected materials
- iii. Phenomenal and manipulative materials

The Relevance of Instructional Materials in Secondary School

Instructional materials according to Ojelabi (2000) are teaching learning material that constitutes an integral component of classroom instructions which are utilized in dealing educational information to the learner. He further strikes that it makes the lesson real, concrete and effective as learners are motivated to learn at their own place, rate and convenience. According to his research finding, his perception varies as follows:

- 75% of all information perceived is absorbed by the eye
- 15% is absorbed by the ear
- 10% is equally distributed among the remaining sense; touch, smell and taste.

According to a Chinese dictum,

- What I hear I forget
- What I see I remember
- What I do I understand

He further said that the way to facilitate learning is by doing. This is the more reason why teachers should employ the use of instructional material and also use variety of methods such as simulation and games, field trips and role playing.

Christoperson (2003), views the media as having vital role to play toward the teaching of subjects studies. He refers to the media here as the television, radio, journals, newspapers and magazines. All these help to educate students and help them form the habits of listening, reading and speaking.

The role and impact of instructional materials according to Maduekwe (2000), are:

- i. It helps in focusing attention and motivating learners. When appropriately instructional materials are used to introduce, develop or conclude a teaching-learning session, learners' interests are aroused and developed throughout the lesson.
- ii. Instructional materials tend, support and authentically supports to whatever the teacher says through the use of media, the learner will be to confirm or refute the teacher's assertion.
- iii. It makes learning to become real and concrete. It adds visual dimensions to learning thus discouraging rote learning. Use of motion pictures and real objects can concretize learner's experience, thereby making learning to become real, concrete and immediate. Computer assisted programmed instruction helps individualization of instruction possible. Learner can go at their own space, rate and convenience.
- iv. Learning effectiveness is increased. Learners are likely to retain, recall with ease. A greater percentage of what they hear, see and manipulate.

It is therefore important that teachers use instructional material to aid their teaching for the benefit of the learners.

Empirical Literature

The Extent to which Instructional Materials Affect Student Performance In his study Adeogun (2001) revealed a strong positive link between instructional resources and academic performance. According to Adeogun, schools that possess more instructional resources performed better than schools that have less instructional resources. This finding supported the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Adeogun (2001) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning

resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available.

Fuller and Clark (1994) suggested that the quality of instructional processes experienced by a learner determines quality of education. In their view they suggest that quality instructional materials create into the learners quality learning experience. Mwiria (1995) also supports that students performance is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones.

The studies by Chonjo (1994) on the physical facilities and teaching learning materials in secondary schools in Nigeria supports the above views. Chonjo interviewed teachers and students on the role of instructional materials on effective learning. From his study he learned that performance could be attributed to adequate teaching and learning materials and equipment's that are in a school. He recommended that in order to provide quality education the availability of sufficient quality facilities is very important.

Chonjo's study was one of its kinds in Ekiti state which directly linked the role of physical facilities with students' academic performance in primary schools. However, Chonjo focused only on physical facilities, leaving out instructional materials. To me, physical facilities such as buildings including classrooms, chairs and desks are not enough to provide quality teaching and learning. Instructional materials are also necessary. The study done by Maundu (1987) agrees with my ideas that, in order for a school to have a good performance it must be well equipped with relevant and adequate text books and other teaching and learning resources.

Research Methodology

The type of design used for the study was survey design of the descriptive type of research.

The population was made up of students in Eleyo High public secondary schools in Ikere- Ekiti, Ekiti State, Nigeria.

The sample consisted of 50 students selected from Eleyo High School, Ikere Ekiti public secondary schools in Ekiti state.

The researcher designed a structured questionnaire on the impacts of instructional materials on academic performance of secondary school in Ekiti state. The instrument (questionnaire) was divided into two sections A and B. Section A was used to elicit information on the demographic data of the respondents which include: school, gender, teaching subject and class year of teaching experience while section B was used to elicit information on the research variables with A= Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree options.

To ensure the face and content validity of the instrument, a copy of the questionnaire was approved by the project supervisor and another text measurement expert.

The reliability of the instrument was established using test-re-test method. The researcher administered the instrument on twenty (20) respondents from one of the schools that were not selected for this study.

After two (2) weeks, the same respondents, Pearson's Products Moment Correlation (PPMC) was used to determine the value of (r) at 0.05 level of significance.

The administration of the questionnaire was done by the researcher; the questionnaires were given to the students and were collected on the same day.

For the analysis of data, frequency table and percentage were used to calculate the result.

Results and Discussion

Hypothesis 1

There is no significant impact of problems associated with the use of instructional materials on Eleyo high school students in Ikere Local Government.

Tables 1: Chi-Square Test analysis of impact of problems associated with the use of instructional materials on Eleyo high schools students in Ikere Local Government.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	24.023 ^a	9	.004	.045		
Likelihood Ratio	25.660	9	.002	.001		
Fisher's Exact Test	24.847			.000		
Linear-by-Linear Association	2.249 ^b	1	.134	.150	.089	.038
N of Valid Cases	50					

a. 12 cells (75.0%) have expected count less than 5. The minimum expected count is .04.

b. The standardized statistic is 1.500.

The result of the analysis in table 1 showed the impact of problems associated with the use of instructional materials on Eleyo high schools students in Ikere Local Government. The chi-square test revealed that calculated $\chi^2(.004)$ was less than the significant level at the 0.05. Also, the point probability of getting exactly the test statistic observed was .038. This implies that there is a significant impact of problems associated with the use of instructional materials on Eleyo high schools students in Ikere Local Government. Hence, the null hypothesis was not upheld.

Hypothesis 2

There is no significant extent to which instructional materials impact students' academic performance in secondary schools.

Tables 2: Chi-Square Test analysis of extent to which instructional materials impact students' academic performance in Eleyo high schools

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	4.897 ^a	6	.003	.402		
Likelihood Ratio	6.226	6	.000	.327		
Fisher's Exact Test	7.242			.506		
Linear-by-Linear Association	1.090 ^b	1	.017	.356	.195	.084
N of Valid Cases	50					

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .02.

b. The standardized statistic is -1.044.

The result of the analysis in table 2 showed the extent to which instructional materials impact students' academic performance in secondary schools. The chi-square test revealed that calculated $\chi^2(.003)$ was less than the significant level at the 0.05. Also, the point probability of getting exactly the test statistic observed was .084. This implies that there is a significant extent to which instructional materials impact students' academic performance in secondary schools. Hence, the null hypothesis was not upheld.

Hypothesis 3

There is no significant principles and guidelines for the selection and uses of instructional materials among Eleyo high school students.

Tables 3: Chi-Square Test analysis of principles and guidelines for the selection and uses of instructional materials among Eleyo high school students.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	23.069 ^a	9	.006	.013		
Likelihood Ratio	25.629	9	.002	.001		
Fisher's Exact Test	22.926			.001		
Linear-by-Linear Association	.872 ^b	1	.350	.394	.210	.062
N of Valid Cases	50					

a. 13 cells (81.2%) have expected count less than 5. The minimum expected count is .08.

b. The standardized statistic is .934.

The result of the analysis in table 3 showed the principles and guidelines for the selection and uses of instructional materials among Eleyo high school students. The chi-square test revealed that calculated $\chi^2(.006)$ was less than the significant level at the 0.05. Also, the point probability of getting exactly the test statistic observed was .062. This implies that there is a significant principles and guidelines for the selection and uses of instructional materials among Eleyo high school students. Hence, the null hypothesis was not upheld.

Findings of the Study

In this study, three hypotheses were generated from the research questions. The hypotheses were analyzed inferentially using Chi-Square Test of independent sample.

The descriptive analysis of the study revealed that teachers sometimes use instructional materials most times without encouragement from their students due to the fact that they were most times sourced from the community. The first and commonly used instructional material was indicated to be textbooks.

It was also revealed that the usage of instructional materials in class is very important even though it's not the only motivating factor that influences students' academic performance in class but it enable students to make use of their eyes, ear and hand, and that it help students to recall and remember things easily. It equally aids students' academic performance significantly and generally improved students' understanding of concepts and led to high academic performance, as well as enhances cognitive ability of students towards learning.

Furthermore, it was shown that having discussions with students in terms with instructional materials is not important in determining their performance in class and that instructional materials help in representing concrete facts, simplified and saves time in teaching, create a mental picture in the students and provides guidance to teachers about the matters regarding teaching learning process completely. Also, teachers' competences and professional knowledge should sometimes be critical consideration that can guide the use of community resources.

The inferential analysis of the study revealed that there was significant impact of problems associated with the use of instructional materials on secondary schools students in Ikere Local Government. This implies that instructional materials must be carefully planned, selected, organized, refined, and used, as posited by Faize & Dahan (2011).

Also, there was significant extent to which instructional materials impact students' academic performance in secondary schools. This finding corroborated the position of Clark (2014) who opined that the learning value of any visual will depend on three interactive factors which are: the features of the visual; the content and goal of the lesson; characteristics of the learners.

Lastly, it was revealed that there was significant principles and guidelines for the selection and uses of instructional materials among secondary school students. This supported the position of Yusuf (2005) who submitted that instructional materials play a very important role in the teaching-learning process the availabilities and appropriate selection of textbook, appropriate chalkboard, Mathematics kits, Science kit, teaching guide, science guide, audio-visual aids, overhead projector, among others are the importance of instructional materials.

Conclusion

The study has been able to establish the nature of the relationships that existed between the usage of instructional materials and its attendant impact on the academic performance of secondary school students in Ikere Local Government Area of Ekiti State. The study concluded that there are plethora of challenges associated with the use of instructional materials among secondary school students, however, they are being used to a reasonable extent in order to improve students' academic performance and that there are certain principles and guidelines for the selection and uses of instructional materials among secondary school students.

Recommendations

Based on the findings from this study, the following recommendation were made:

1. Instructional materials should be incorporated into the teaching all subjects at the secondary school level since it stimulate students to effectively learn and retain the concepts presented to them.
2. Teachers should ensure they plan their lessons with equal learning chances for both male and female students in senior secondary schools in Ekiti State.
3. Teachers should consider the school location when planning for the instructional materials in senior secondary schools as students from public schools tends to perform better in the project activities.
4. Teachers should improvise instructional materials when not readily available.
5. Teachers should be trained and retrained on the use and benefits of instructional pedagogy in teaching and learning in senior secondary school.

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