

**INSTRUCTIONAL MATERIALS AND
STUDENTS' ACADEMIC PERFORMANCE
IN ABA SOUTH L.G.A**

BY

**OGBOO WIVINNA CHIJOKE
NTI/PGDE/2016/14149**

DECEMBER, 2016

TITLE PAGE

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**A Project Submitted to the National Teachers
Institute, Kaduna in Affiliation with the National
Open University of Nigeria (NOUN) Partial
Fulfillment of the Requirements for the
Award of Post Graduate Diploma in
Education (PGDE)**

DECEMBER, 2016

APPROVAL PAGE

This project **INSTRUCTIONAL MATERIALS AND STUDENTS' ACADEMIC PERFORMANCE IN ABA SOUTH L.G.A,** written by **OGBOO WIVINNA CHIJOKE** with registration number **(NTI/PGDE/2016/14149)** has been read and approved as meeting the requirements of the National Teachers Institute, Kaduna for the award of degree of postgraduate Diploma in Education.

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CERTIFICATION

The undersigned do hereby certify that this research **INSTRUCTIONAL MATERIALS AND STUDENTS' ACADEMIC PERFORMANCE IN ABA SOUTH L.G.A,** written by **OGBOO WIVINNA CHIJOKE** with registration number **(NTI/PGDE/2016/14149)** has been read and approved as meeting the requirements for the award the National diploma of the National Teachers Institute. The references to existing works were duly acknowledged to the best of the researcher's knowledge. No work on this topic has been submitted to the National Teachers Institute or any other institution for the award of any other degree.

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DEDICATION

I dedicate this project to my sweet husband Mr..

ACKNOWLEDGEMENT

The researcher likes to acknowledge her supervisor; Mr. Ekeke, G.O. for sharing his wide knowledge and experience. His continuous review of my proposal and manuscript improved the clarity of her research ideas.

The researcher would also like to thank the National Teachers' Institute, school of Health Technology Aba Center Coordinator; Dr. (Mrs.) Obike, C.N for her advice, encouragement and interest in her research.

She owe special thanks to her teaching practice supervisors, Dr. Igbokwe U.O and Dr. Ememe, O.N. for their time and educational expertise. Their patience, useful comments and guidance saved her from sticky situations on more than one occasion. She would like to give special thanks to her lecturers, (Dr. (Mrs.) Nwaoku, N.A., Mrs. Okye, N.R.

The researcher acknowledges her friends, Hannah Onuoha, Ubani Egbelu, Mrs. Christiana Ozua, Mrs. Erinma Bridget Igbokwe etc.

Finally, to all the author whose works and sources materials have been quoted or referred to in this study. She is really to you all.

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ABSTRACT

The study was carried out to find out how instructional materials can affect the management of the secondary schools in Aba South. The

problem of the research borders on the fact that instructional materials available to the secondary schools are not properly utilized. This study was designed to investigate whether the instructional materials can affect the management of the schools and teaching in the secondary school system can help to bring improved academic performances of the students. The review of related literature was on the concept of instructional materials and the sustainability of teaching through instructional materials some empirical studies were conducted, which did not address the issue of instructional materials and the sustainability of through instructional materials. It was as a result of the vacuum that this research is carried out to fill it. To help carry out the research, 4 research questions were posed and 4 hypotheses formulated. A sample of 185 teachers representing all the teachers in the L.G.A. was used for the study. A 20-item structured questionnaires was used for data collection. The t-test method of statistical analysis was used in analyzing the data. At the end of the research, hundred percent questionnaires were returned which was used as data to analyze the research questions and hypotheses. From the data collected and analyzed, the following findings discovered that teachers there will be effective secondary school administration, effective teaching productivity and academic performances of students in the secondary schools. Based on these findings it was recommended that government should provide the necessary funding to the principals in the secondary schools and those principals should allocate and utilize all necessary instructional materials available to them to the teachers, with this suggestion for further studies were made.

CHAPTER ONE

INTRODUCTION

1.1 **Background of the Study**

The issue of instructional material is very important in the secondary school education system. Indeed the effectiveness at any teaching encounter is to change the behaviour of the learner. It is on this basis that learning resource helps to facilitate learning because they are specially designed to stimulate the interest of the learner.

According to Bongoro (2007:3), there is no doubt that the presence or absence and quality of basic teaching aids, laboratories workshops and support facilities like library/ICT infrastructure, books, etc should make all the difference between a good school and a poor one. Again these facilities are comparatively much better in private voluntary agency schools than in government public schools.

This points to the fact that instructional materials or aids are indispensable in the school system. This therefore underscores the fact that any efforts aimed at improving the delivery of the secondary school education will invariably address the issue of instructional materials. It is indeed necessary that adequate instructional materials are provided for the teachers to enhance

smooth running of the system. This is even more imperative now that the curriculum delivery is based in child center. The issue is that when teachers use instructional materials in teaching, they will bring to bear on practical experience of the concepts taught and this will bring about better understanding of the concepts taught and this will about better understanding of the concepts.

As rightly observed by Asuoha (1986:13); the child is guided progressively through continuous assessment and counseling from the beginning to the end of the school career thus equipping him better to understand his competences, aptitude and his skills has been able to acquire consequently he is placed in an advantageous position to make good career choice.

This underpin the fact that instructional materials helps to introduce the child to early practical activities, this is why the principals administrative competency is very important as it is through the principals that instructional materials are provided for teachers. As rightly stated by Okorie in Agabi and Okorie (1999:165), "organizational maintenance activities of principals include all functions and processes relating to staff". The underlying issue is that the principal is the main initiator of the provisions of instructional materials to the teachers. However, this

role does not prevent the teachers from making improvisation and innovation. It is against this background that the sustainability of teaching relies much on the availability of instructional materials. Educational stability and development is therefore achieved when the principals are directly as a matter of stability policies are disposed to providing instructional materials. It is the collective tasks of the teachers to sustain teaching in the secondary schools. The use of instructional material is thus a veritable process which will bring about organizational change and improved behaviour among the secondary school students.

Education cannot take place without one form of communication or the other. Communication involves the process of sending and receiving information or message between persons. It is therefore quite clear that instructional materials serve as instructional media as a means of communication used to carry messages with an instructional intent. Such instructional materials include printed materials, photographs, video recordings, television, films etc.

Based on the afore mentioned fact, instructional materials such as television as a means of instruction were introduced into Nigeria by the United State of America information Department

(USAID). The use of instructional material can facilitate the decision of a person towards taking right action in learning. Instructional materials plays a very important role in the teaching-learning process. It enhances the memory level of the students. At this time, education has spread wide and entirely oral teaching cannot be the key to successful pedagogy, therefore the teacher has to use instructional material to make the teaching-learning process interesting.

Education, according to Coombs (1970) consists of two components. He classified these two components into input and output are the goals and outcomes of the process. Both the inputs and output forms a dynamic organic whole and if one wants to investigate and assess the education system in order to improve its performance, efforts of one component on the other must be examined. Instructional resources which are educational inputs are vital importance to teaching of any subject in the school curriculum. Wales (1975) was of the opinion that the use of instructional materials would make for discovered the facts and glues it firmly in the memory of students.

1.2 **Statement of the Problem**

Some teachers lack the knowledge required to handle some facilities. The teacher are faced with the challenges of when and how to handle some equipment as instructional materials. In secondary schools, most teachers do not use instruction materials to teach. The result is that they do mere verbal presentation of their lesson leady to rate leaning on the part of students.

As a result of inadequate finance, some teachers are not to provide instructional materials for learning. The fact that teachers are not using instructional materials to teach, it is creating a problem for children to fit into the modern society.

The teachers are not paid as when due, schools are not properly funded, this create the inability of schools to provide instructional materials. The problem of this research put in question form is, can instructional material help to improve students' academic performance?

1.3 Scope of the Study

This study covers only Aba South L.G.A. the study was limited to finding out influence of instructional materials on students' academic performance; if teachers use instructional

materials in their lesson delivery; if they also use instructional materials in class control; finally, to know whether the application of instructional materials have any influence on chosen teaching techniques.

1.4 Purpose of the Study

The primary purpose of this study was to investigate the effect of instructional materials on students' academic performance in secondary school. Specifically, this study aimed ascertaining;

- (1) The influence of instructional material on students' academic performance.
- (2) The influence of instructional material in their lesson delivery
- (3) The influence of instructional materials in classroom control
- (4) The influence of instructional materials application on chosen teaching techniques.

1.5 Significance of the Study

It is expected that this study will benefit stakeholders in education like the principals, the teachers, student and the government.

The principals will benefit from this work because it will guide him/her on how to manage teachers in teaching and learning the schools. It will facilitate his job on adequate and proper supervision of classroom activities and proper supervision of classroom activities. It will also help the principal to plan, coordinate and mobilize community based resource to enhance school guidance programme. The most important benefit of the school principals is perhaps to ensure that the whole school climate becomes a growth promoting environment where pupils and teachers are free to be themselves even still in the teaching/learning contexts.

To the teachers, it will serve as a guide to operate in the classroom in the area of communication skills and pattern in the classroom, the method approaches techniques or strategies to adopt in the classroom for effective classroom management.

Teachers will benefit from this by developing skills in observing and analyzing students' behaviour in order to ascertain when an incident is significant and also to be sure that it will not be reported out of context. He also provides the students with fact about himself and his environment as a basic framework for thinking logically about his goals and the relating them to his

abilities. They teacher also benefit by realizing the necessity of becoming concerned with all phases of the students' developmental pattern, rather than just with his intellectual achievement.

The students will also benefit from this work as it will enhance their academic performance in and outside the classroom. They also benefit by making use of educational and occupational materials provided for them by school guidance services.

For government, it will help them to make effective policies that will guide teachers' conduct. The community will also benefit from this study as they will realize the need for their contribution in maintaining a healthy school community, relations, and parents organized community, development groups and the like constitute a potent factor in effective classroom delivery process.

1.6 **Research Questions**

The following research questions were posed to guide this research;

- 1) To what extent does the use of instructional materials influence students' academic performance?
- 2) To what extent do instructional materials influence students' participation in lessons?
- 3) To what extent do instructional materials influence students' classroom discipline?
- 4) To what extent do instructional materials affect choice of examination subjects?

1.7 Hypotheses

The following hypotheses were stated to carry out the study

Ho₁: There is no significant difference between the mean rating scores of teachers and students on the influence of instructional material on students' academic performance

P<0.05

Ho₂: There is no significant difference between the mean rating scores of teachers and students on the influence of instructional material on students' participation in lessons.

P<0.05

Ho₃: There is no significant difference between the mean rating scores of teachers and students on the influence of

instructional material on students' classroom discipline
 $P < 0.05$.

Ho₄: There is no significant difference between the mean rating scores of teachers and students on the influence of instructional material application on choice of examination subjects. $P < 0.05$

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of the related literature of this study is carried out under the following headings; Theoretical Framework, the Conceptual of Instructional materials, Instructional Materials and Students Academic Performance, Instructional Materials and Teachers' Responsibility, Instructional Materials and School Administration, Summary of the Review of related Literature.

2.1 **Theoretical Framework**

The theoretical framework for this project is based on the social system theory. According to parson in Peteromode (2001:92) a social system is defined as "a plurality of individual actors interacting with each other in a situation which has at least physical or environmental aspect". This therefore, underscores the fact that a social system involves individuals interacting among themselves in a particular environment. It is therefore absurd to talk about a social system without relating it to people and environment.

But Carr (1995) in Peretomode (1991) sees a social system as "an aggregate of individuals and institutional organizations located in various degrees of interdependence as a permanently organized unit of the social order"

It is based on these definitions that Petetomode (1991:92) asserted that the following characteristics are unique to a social system.

- Consist of a group of people
- That these people are purposively interacting
- That these interactions are interpedently
- That the pattern of interdependent interactions is formed into institution.
- That these institutions have identifiable geographical locations

Using the social system theory as a theoretical framework of this research, it could be observed that all these characteristics of a social system applied to the school as an aggregate of people.

Kenezewich (1975) also stressed the importance of having appropriate personnel plan and adequate physical facilities to support educational effort. Several people have written on the importance of instructional resources to teaching, Oluyori 91986) while stressing the importance of instructional technology commented that if the recently introduced system (6.3.34) in accordance with the National Policy on Education is to be a success, then instructional technology has a role to play.

Balo (1971) commented that "audio-visual material, as integral part of teaching-learning situations help to bring about permanent and meaning experience.

He said that, they provide first hand experience where possible or of vicarious one where only that is feasible. In enumerating the factor that could be responsible for varying intra and extra school/academic achievements. Coombs (1970) listed four important factors including the acute scarcity of instructional resources which has said constrained educational system terms from responding more fully to new demands.

On human resources, various educators for example, Ukeje (1970) and Fafunwa (1969) have written extensively on the prime importance of teachers to the educational development of any nation be it simple complex, developed or undeveloped. From the writing of these educators, one can infer that whatever facilities are available, whatever content is taught, whichever environment the school is suitable and whatever kind of pupils are given to teach the important and vital role of teachers cannot be overemphasized. Assuming that necessary facilities as adequately provided for, the environment is conducive to learning, the curriculum satisfies the needs of the students and the students

themselves have interest in learning, learning cannot take place without the presence of the teachers.

2.2 **The Concept of Instructional Materials**

The concept of instructional materials has been myriadly defined by different scholars. However, the need to reiterate the meaning of instructional materials in this research work cannot be over-emphasized.

Instructional materials which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1975) was of the opinion that the use of instructional materials would make discovered facts glued firmly to the memory of students. Savoury (1958) also added that a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

Savoury (1958) suggest a catalogue of useful visual aids that are good for teaching some subjects, i.e. pictures, post cards, diagrams, maps, filmstrips and models. He said that selection of

materials which are related to the basic contents of a course or a lesson help in-depth understanding of such a lesson by the students in that they make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. He suggested a catalogue of aids which could be used to teach some subjects. He advocated the use of pictures which help children in grounding their thoughts and feelings. He said that pictures are used as alternatives to real objects and they do serve effectively in imagined activities.

It is also very vital to have sufficient and adequate human resources in terms of teachers; quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved, in order to achieve a just and egalitarian society as spelt out in the Nigerian National Policy of education (1981) schools be properly sound and effective teaching.

Suitable textbooks, qualified teachers, libraries which are adequate should also be provided for schools, scarcity of these, according to Coombs (1970), will constraint educational system from responding more fully to new demands. In order to raise the

quality of education, its efficiency and productivity, better learning materials are needed.

Writing on instructional materials and aural aids, Castle (1961:90-91) defined instructional materials thus, pictures, objects, drawings, charts, maps and films (projected or non-project) employed in teaching activities in order to help people learn or understand a lesson”

According to Oxford Advanced Learners’ Dictionary of Current English (2001:1334) instructional materials are picture, video etc used in teaching to help to learn or understand something”. In its definition of instructional materials, the Random House Unabridged Dictionary define it thus “any of various materials, depending on the sense of sight , as film, slides, photographs, etc, used as aids in teaching”

Still relating the child as a unit of the social system in respect to the use of instructional material by the teacher. Andre Lestage (1951) opines that, by audio-instructional materials we usually mean the most modern or the most recently used of these methods (films, filmstrips, radio and television) at teaching.

Ezeigbo (1979:132) defined instructional materials thus, “any of the materials employed in the teaching and learning process to

help make teaching and learning easier, more interesting, vivid and more effective, in outcome". According to Orji (1986:50) instructional materials used as visual aids are not teaches aid but children aids. They are more to learning than to teaching.

The major work of teaching aid such as the instructional materials is to help communication experience to the children while encouraging the use of resources. Chase and John (1992) advised that "pupils as well as teachers should be aware of the potential of all these instructional tools in creative ways to further their individual learning and enhance their communication with class sharing sessions".

Lending their voices on instructional materials such as instructional materials aural aids, etc; Berger and Johnson (1959:131) defined it thus, all materials equipment and devices which can be used to make teaching effective, a multidimensional technique of teaching which makes use of all sensory perception to promote learning".

Amadi et al (2001) defined it this was as anything that can be employed visually in the clarification of any concept in the teaching process. It provides a wide range of alternative avenues through which the same subject matter of an instructor can

present to an audience". With this therefore, it becomes impossible for any teacher to teach any subject matter without visual aids as one of the important instructional materials.

2.3 Instructional Materials and Students Academic Performance

Instructional materials help make the teachers' instruction meaningful to students. It helps the teacher and student as well reach their learning objectives by providing emphasize in different way than speaking clear pictures, graphs or models multiply the students' level of understanding of the material presented and the student can use the instructional materials to reinforce the teachers' message, clarify points and help crate interest of the student.

Instructional materials engage the student and require a change from one activity to another from hearing to seeing and sometimes touching. Instructional materials enable the teacher to appeal to more than one sense at the same time, thereby increasing students' understanding and retention level. With drawings, posters, transparencies and other materials, the

concepts or ideas presented to the students are no longer simply words but words plus images.

2.4 **Instructional Materials and Teachers Responsibility**

The teacher is faced with the myriad responsibility of the use on make impact on the child. The following are some of the expected responsibilities the teacher is expected to shoulder in the use of instructional materials for instruction

- 1) The teacher is faced with the responsibility of the standard that is to be met by visual aids to be effective.

For instructional materials effectively communicate lessons and influence, Krathwohl et al (1964) suggests that the following dimensions of a child must be reached;

- (a) **Cognitive Domain:** Instructional materials are to be crafted in such a way as to enhance remembrance and problem solving.
- (b) **Affective Domain:** They must be prepared in ways, which directly concern or affect the learners' (child) feeling interest and attitudes.

- (c) **Psychomotor:** Instructional material should enhance and enable the child's involvement in some kind of muscular (practical) activity, i.e. "Do it yourself"

Note:

- (i) Children need to be guided by the teacher to correctly interpret pictures.
- (ii) Their sense need to be trained to understand perspectives and recognize thickness, shapes and distance in pictures.

Systematic Planning- the Assure Model

The assure model, according to Hiench (1985:33) is a systematic planning for the use of visual aids/media in teaching activities. The authors believe that if the procedures are followed, it will assure effectiveness. But let us note their initial assumptions.

- (a) That a particular audience, class or group of children has been identified (the teacher should know the class to teach) the familiarity understanding.
- (b) That training or instruction is what is required. Do not dole out lessons that are beyond their comprehension (understanding). It is lack of knowledge that is the cause of the problem to be tackled

- (c) That the content of instruction has been competently analyzed in terms of its scope, sequence and accuracy (e.g.) there must be a curriculum guide to follow.

ASSURE is an acronym for:

A – Analyzed learner characteristics (first understanding the child’s psychology)

S – State objectives (Be specific)

S – Select, modify or design new material (be creative)

U – Utilize materials (previous, practice, prepare the environment and be time conscious)

R – Require learners’ response (feedback method. Use questions where necessary)

E – Evaluate (has the learners’ objectives been achieved).

How should instructional material be applied?

No age bracket is excluded from the use of instructional material. After you gave systematically planned your teaching, the application of the adopted method is next but you must remember “instructional materials are good servants but bad masters”. Here are some tips or principles to follow to ensure proper use:

- a. Instructional materials are not a complete method of teaching but an aid to learning.
- b. Instructional materials are not necessary in all lessons.
- c. Too many aids in one lesson may distract from the main subject of the lesson.
- d. Aids should be adapted to the understanding of the class.
- e. Aids should be relevant to the subject of the lesson.
- f. Do not use picture when children can see and handle the real thing (e.g.) in nature study, a real leaf is better than pictures of leaf. This is not always so, with a complex thing such as an eye, a model may/will be better than a real eye.
- g. Teachers and pupils should cooperate in making their own instructional materials. Never give a lesson just because you have a ready-made instructional material for it, probably brought from college.
- h. When possible, models should be made of local materials, swamp clay and soil from termites nests, mixed with water, are good for modeling. Sand, papyrus, elephant grass, bamboo are useful for other types of model.

- i. Do not leave instructional materials to show for too long. When the class loses interest in them, they have served their purpose.
- j. Make new aids each year. This revives the teacher's interest and creates interest among the students. Use blackboard, drawing maps and charts.
- k. The blackboard is the most important aid. Neatness in writing, printing, drawing and arrangement is essential. The students' notebooks should follow the examples of the teachers' blackboard.
- l. Students should use the blackboard.
- m. All diagrams should be big, bold and simple. All lettering should be at least one inch high. Detailed maps and charts are not effective.
- n. A simple drawn symbol is usefully better than a realistic drawing. Children themselves drawn in symbols and understand them.

Pictures:

- a. Pictures should be large.
- b. Pictures do not explain themselves. Teachers should make certain that children see what the lesson requires them to

see. This is best done when teachers ask questions frequently to check on the children's observation.

- c. Pictures from foreign land are often confusing because they show objects quite unfamiliar to children. Such pictures should be used with care.
- d. Before the age 13 or even later, children find it difficult to related the details of a picture to a central idea, (e.g.) in a picture where the idea is to show all the work of a tea plantation, they may only see separate people doing jobs and not realize that the whole pictures is about tea growing.

Films and Strips:

- a. Films should be short because attention decreases with the length of the film.
- b. Pictures on film-strips should be shown slowly and with explanation. It is best not to use too many pictures in one lesson.
- c. Two types of films are used in teaching.
- d. Documentaries for enriching and background of history, geography, science and other lessons.

e. Teaching film proper. These actually give a series of lesson.

The teacher should study the film himself before showing it to the class, so that he can guide them in their observation of it.

2.5 **Instructional Material and School Administration**

The administrators of education are saddled with some duties and responsibilities as regards the administration of instructional materials such as visual and other learning aids and these shall include all rules, regulations and guidelines as prescribed by the Ministry of Education.

The responsibilities include the evaluation, selection, requisition, purchase, distribution, use, management, accountability, records and reports concerning instructional materials such as visual aids and resources.

The administrators shall requisition current instructional materials to provide each student with a textbook or other materials as a major tool of instruction in core course of the subject areas.

The principal (as an administrator of school) as each school shall be responsible for implementing the current approved administrative procedure related to administration materials.

Duties shall include proper use of instructional, visual aids, communication to parents the manner in which such learning aids are used to implement the curricular objectives of the school, collecting money for lost or damaged books and reimbursement for instructional materials, disposition of funds, conservation, care and accounting for instructional materials and textbooks and accurate records and reports.

It shall also be the duty and responsibility of each principal to collect from each student or the students' parent the purchase price of any instructional materials the students lost, destroyed, or unnecessarily damaged and to report and transmit such amounts so collected to the ministry. If such material so lost, destroyed or damaged has been in school use for more than one year, a sum ranging between 50 and 75 percent of the purchase price of the book. The failure to collect such upon reasonable effort by the principal may result in the suspension of the child from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the principal.

2.6 Review of Related Literature

The review of the related literature of this study was subdivided into five headings:

The Theoretical Framework, was based on the social system theory, which analyzed the relationship of each of the units of the system and brings to bear on the fact that instructional materials should be used for the children by the teachers.

The review was also alone on the use of instructional materials and students' academic performance. Since the use of instructional material is aimed at improving and enhancing the understanding of lesson taught to the child, the researcher introspected into the use of instructional materials and responsibilities of the teachers. This involves all the roles and expectations of/from the teacher, he/she should employ at using instructional materials for teaching.

The researcher also, scrutinized the important role of educational administrators towards a successful use of instructional materials at teaching the child. Finally, the researcher, therefore, reviewed various author their views on instructional materials and the academic performance of the child that are related to this work.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter is on research methodology for data collection and analysis of the data collection for the research. It is further divided as follows; the Research Design, Area of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, reliability of the Instrument, Methods of Collection.

3.1 Research Design

Descriptive Survey Design is used in this research because it is aimed at determining the instructional materials and students' academic performance in Aba South L.G.A the design will help the researcher to gather necessary data and information for this study.

3.2 Area of Study

This study was carried out in Aba South L.G.A this area is made of seven secondary schools, all in urban setting. Due to the metropolitan nature of this area, change and innovation has a great influence on what is happening in the secondary schools.

3.3 Population of the Study

The population of this study comprised all the teachers in secondary schools in Aba South L.G.A which is distributed as follows.

Table 1: Number of Teachers in Aba South L.G.A

S/N	NAME OF SCHOOL	STUDENTS	TEACHERS	TOTAL
1.	Girls Secondary Commercial	1,541	34	1575
2.	Iheorji Secondary School	408	40	448
3.	National High School	793	47	840
4.	Ohabiam Girls Secondary School	1,084	49	1133
5.	Sacred Heart College	791	40	831
6.	St. Joseph College	1,098	50	1145
7.	Ndiegoro Girls Secondary School	713	45	758
8.	Osusu Technical College, Aba	659	29	688
	Total	7,084	334	7,418

Source: SEMB Aba Zonal Office Statistics Unit 18/09/2012

3.4 Sample and Sampling Technique

A statistical random sampling techniques was used in selecting the sample size of the study which is 100 teachers constituting 42.7% of the total population and will distributed as follows

Table 2: Number of Teachers in Aba South L.G.A

S/N	NAMES OF SCHOOL	STUDENTS	TEACHERS
1.	Girls secondary school	114	2.6
2.	Iheorji High School	30	3.0
3.	National Girls Secondary School	55	3.5
4.	Ohabiam Girls Secondary School	80	3.6
5.	Sacred Heart College	59	3.1
6.	St. Joseph College	83	3.7
7.	Ndiegoro Girls Secondary	55	2.2
8.	Osusu Technical College	49	3.3
	Total	525	25

3.5 Instrument for Data Collection

The instrument for data collection is a structured questionnaire titled "Instructional Materials and Students' Academic Performance Questionnaire (IMAPQ)" with its questions positively cued. The questionnaire has 20 items which is divided into four clusters aimed at measuring the four research questions and four hypotheses of the study. The (IMSAPQ) was weighted as follows:

Strongly Agreed (SA)	4 points
Agreed (A)	3 points
Strongly Disagreed (SD)	3 points
Disagreed (D)	1 point

3.6 Validation of the Instrument

The instrument was validated both for face and content by the researcher's supervisor and three other lecturers in the department. The corrections and suggestions made by them were used to produce the final draft of these questionnaires.

3.7 Reliability of the Instrument

A draft of the final instrument was administered to 24 respondents 3 from each schools and Pearson Moment Correlation Method was used to ascertain its reliability co-efficient which gave 0.80.

3.8 Method of Data Collection

The data used for the study were collected personal by the researcher. The researcher went to schools and personally administered the instrument on the respondents. She waited and collected the one that were ready the first day. She went back on agreed days and collected the one that were not ready that first day. By this method the researcher was able to ensure hundred percent questionnaires returned.

3.9 Method of Data Analysis

The data collected from the instrument were placed in tables and mean score used to analyzed the research question while students' t-test at 0.05 level of significance was used to analyze the hypothesis.

CHAPTER FOUR

RESULTS OF DATA ANALYSIS

This chapter presents the result of the data analyzed to answer the research questions and test the hypothesis stated. The analysis and presentation were done separately for respective research questions and hypothesis. The results of the data analysis and the hypotheses tested were presented in table.

4.1 Research Questions

Research Question One

To what extent does instructional material influence students' academic performance in secondary schools?

Table 3: Result of Data Analysis on the Influence of Instructional Materials on Students Academic Performance

S/N	INSTRUCTIONAL MATERIALS	SA	A	SD	D	ΣX	\bar{x}
1.	Instructional Materials bring about teachers' productivity.	40	210	20	10	840	3.00
2.	Instructional materials has brought about improved teaching and learning	80	210	10	5	985	3.22
3.	As a result of instructional materials, students are now better taught.	60	195	30	5	890	3.06
4.	Instructional materials has brought about seriousness among teachers in educational delivery	100	210	10	0	1050	3.28
5.	A school that uses instructional materials, teachers are more disposed to new trend of teaching and learning.	320	1005	110	30	4545	3.10
	CLUSTER MEAN						3.13

Result of data analysis presented in table 3 shows that the respondents agreed that knowledge of the subject matter influence students' academic performance to a great extent. This was observed from the cluster mean which had a value of 3.13. Hence, from the table brings about teachers productivity had mean 3.00 and was accepted. Improved teaching and learning had mean of 3.22 and was accepted. Students are now better taught had mean of 3.06 and was accepted. Instructional materials had brought about seriousness among teachers in education delivery had mean of 3.28 and was accepted. Teachers are more disposed to new trend of teaching and learning had mean of 3.10 and was accepted.

Research Question Two

To what extent does instructional influence classroom teacher lesson delivery?

Table 4: Result of Data Analysis on the Influence of Classroom Teacher Lesson Delivery.

S/N	INSTRUCTIONAL MATERIALS	SA	A	SD	D	ΣX	\bar{x}
1.	Instructional Materials bring about smooth administration in the school system.	100	180	20	5	985	3.22
2.	School with instructional materials is better managed and has better administration.	80	210	10	5	975	3.19
3.	Instructional material provides the background for smooth management in the school.	120	120	40	10	930	3.20
4.	Instructional materials bring about strong motivation of teachers	40	210	20	10	840	3.00
5.	Instructional materials brings about good climate	60	195	30	5	890	3.06
	CLUSTER MEAN	3.13					

Result of data analysis presented in table 4 shows that the respondents agreed that knowledge of the instructional materials influence classroom teacher lesson delivery. From the table, it was observed from the cluster mean which had a value of 3.13. Hence, from the table bring about smooth administration in the school system had mean 3.22 and was accepted. Better managed and has better administration had mean of 3.19 and was accepted. It provides the background for smooth management in the school had mean of 3.20 and was accepted. It bring about strong

motivation of teachers had mean of 3.00 and was accepted. It brings about good climate had mean of 3.06 and was accepted.

Research Question Three

To what extent does instructional materials influences teachers' classroom control?

Table 5: Result of Data Analysis on the Influence of Teachers' Classroom Control.

S/N	INSTRUCTIONAL MATERIALS	SA	A	SD	D	ΣX	\bar{x}
1.	Instructional materials as provided by the principals helps in the management of the teachers	40	240	10	5	905	3.06
2.	Teachers that have embraced instructional materials manage classroom better	40	210	20	10	840	3.00
3.	Instructional materials brings about smooth classroom management by the teachers in the school	80	150	40	10	860	3.07
4.	Instructional materials brings about proper utilization of school curriculum for good teaching process	100	165	20	10	945	3.20
5.	Efficiency is achieved by the teachers when instructional materials are better.	60	180	30	10	850	3.03
CLUSTER MEAN							3.13

Result of data analysis in table 5 shows that the respondent agreed that knowledge of the subject matter influence teacher classroom control to a great extent. This was observed from the cluster mean which has a value of 3.07. Hence from the table

instructional materials help in management of the teachers had mean 3.06 and was accepted. Teachers that have embraced instructional materials manage classroom better had mean of 3.00 and was accepted. Instructional materials brings about smooth classroom management by the teachers had mean 3.07 and was accepted. Efficiency is achieved by the teachers when instructional materials are better allocated and utilized had mean 3.03 and was accepted.

Research Question Four

To what extent does instructional material affect chosen teaching techniques?

Table 6: Result of Data Analysis on the Influence of Instructional Material Affect Chosen Teaching Techniques.

S/N	INSTRUCTIONAL MATERIALS	SA	A	SD	D	ΣX	\bar{x}
1.	Instructional materials bring about better students academic performance	100	180	20	5	985	3.22
2.	When instructional materials are better allocated and managed, students put in their best in their academics.	80	210	10	5	975	3.19
3.	As a result of proper management of instructional materials, there is greater efforts by the in learning	120	120	40	10	930	3.20

4.	It bring about learning environments for the students to learn and perform better in their academic	40	210	20	10	840	3.00
5.	It brings about good school climate and tone to make the students to read their books which help them to perform better in their academic.	60	195	30	5	890	3.06
CLUSTER MEAN							3.12

Result of data analysis in table 6 shows that the respondent agreed that knowledge of the subject matter effort of chosen teaching techniques to a great extent. This was observed from the cluster mean which has a value of 3.12. Hence from the table instructional materials bring about better students academic performance had mean 3.22 and was accepted. When instructional materials are better allocated and managed students put in their best in academic had mean of 3.00 and was accepted. Proper management of instructional material, there is greater effect by the students in learning had mean 3.07 and was accepted. Instructional materials brings about learning environment for students to learn and perform better in their academics had mean 3.00 and was accepted. It brings about good school climate and tone to make the students to read their books which help them to

perform better in their academic had mean of 3.06 and was accepted.

4.2 Hypotheses

Hypothesis One

There is no significant difference between the mean rating of teachers and students on the instructional materials and students' academic performance P<0.05

Table 7: The Result of Data Analysis on the Influence of Instructional Materials on Students Academic Performance.

SOURCE	n	x	SD	df	P	t_{cal}	t_{crit}	DECISION
Teachers	25	3.13	0.12	548	P<0.05	1.62	1.96	Do not reject Ho
Students	525	3.09	0.14					

Result of hypothesis test presented in table 7 show that There is no significant difference between the mean rating of teachers and students on the instructional materials and students' academic performance. That is both the teachers and students are saying the same thing about the instructional materials and student academic performance. From the table, the mean score of the 25 teachers was 3.13 with a standard deviation of 0.12.

The mean of score of the 525 students was with a standard deviation of 0.15. The difference was 548, the probability level was 0.05, the calculated t was 1.62 while the critical t was 1.96. since the calculated t was less than critical t the null hypothesis was not rejected.

Hypothesis Two

There is no significant difference between the mean rating score of teachers and students on the instructional materials in classroom teacher lesson delivery P<0.05

Table 8: The Result of Data Analysis on the Influence of Instructional Materials in Classroom Teacher Lesson Delivery

SOURCE	n	x	SD	df	P	t_{cal}	t_{crit}	DECISION
Teachers	25	3.13	0.16	548	P<0.05	1.62	1.96	Do not reject Ho
Students	525	3.09	0.18					

Result of hypothesis test presented in table 8 shows that there is no significant difference between the mean rating of teachers and students on the instructional materials classroom teacher lesson delivery. That is both the teachers and students are saying the same thing about the instructional materials in classroom teacher lesson delivery. From the table, the mean score

of the 25 teachers was 3.13 with a standard deviation of 0.12 while the mean of score of the 525 students was with a standard deviation of 0.15. The degree of freedom was 548, the probability level was 0.05, the calculated t was 1.62 while the critical t was 1.96. since the calculated t was less than critical t the null hypothesis was not rejected.

Hypothesis Three

There is no significant difference between the mean rating score of teachers and students on the instructional materials on classroom control P<0.05

Table 9: The Result of Data Analysis on the Influence of Instructional Materials on Classroom Control.

SOURCE	n	x	SD	df	P	t_{cal}	t_{crit}	DECISION
Teachers	25	3.07	0.13	548	P<0.05	1.62	1.96	Do not reject Ho
Students	525	3.03	0.15					

Result of hypothesis test presented in table 9 shows that there is no significant difference between the mean rating of teachers and students on the instructional materials on classroom control. That is both the teachers and students are saying the same thing about the instructional materials on classroom control. From the table, the mean score of the 25 teachers was 3.07 with a

standard deviation of 0.13 while the mean of score of the 525 students was with a standard deviation of 0.15. The degree of freedom was 548, the probability level was 0.05, the calculated t was 1.62 while the critical t was 1.96. since the calculated t was less than critical t the null hypothesis was rejected.

Hypothesis Four

There is no significant difference between the mean rating score of teachers and students on the instructional materials application on chosen teaching techniques P<0.05

Table 10: The Result of Data Analysis on the Influence of Instructional Materials Application on Chosen Teaching Techniques.

SOURCE	n	X	SD	df	P	t_{cal}	t_{crit}	DECISION
Teachers	25	3.12	0.11	548	P<0.05	1.62	1.96	Do not reject Ho
Students	525	3.04	0.13					

Result of hypothesis test presented in table 10 shows that there is no significant difference between the mean rating of teachers and students on the instructional materials application on chosen teaching techniques. That is both the teachers and students are saying the same thing about the instructional materials application on chosen teaching techniques. From the

table, the mean score of the 25 teachers was 3.12 with a standard deviation of 0.11 while the mean of score of the 525 students was with a standard deviation of 0.13. The degree of freedom was 548, the probability level was 0.05, the calculated t was 1.62 while the critical t was 1.96. since the calculated t was less than critical t the null hypothesis was rejected.

4.3 **Summary of Findings**

From the data analysis made in the following stand out vividly:

- 1) Instructional materials on students' academic performance. Students should learn how to use instructional materials provided for them.
- 2) Instructional materials on teacher's lesson delivery. Teachers should help to make improvisation of instructional materials for effective teaching in the secondary school.
- 3) Instructional in teachers' classroom control. Teachers should always use instructional materials while teaching for classroom control.
- 4) Instructional materials application on chosen teaching techniques.

The result of the hypothesis tested showed that there is no significant difference between the opinion of teacher and students on the influence of instructional material on students' academic performance, instructional materials in teachers' lesson delivery, instructional materials on classroom control and instructional materials application on chosen teaching techniques.

CHAPTER FIVE

DISCUSSION AND IMPLICATION OF FINDINGS

Introduction

This chapter is treated under the following sub-headings: Discussion of Findings, Implications of the Study, Limitations, Recommendations, Suggestions for Further Studies, Summary and Conclusion of the Entire Work.

5.1 Discussion of Findings

The research is based on four research questions and four hypotheses. Stated below is the discussion based on the research questions and hypotheses. The result of the analysis as stated in table 4.1.1 and 4.2.1 etc. of chapter four answers the hypotheses. T-test was applied to test the significance at 0.05 level of significance. The null hypothesis was rejected and alternative accepted that there is a significance relationship between instructional materials and the students' academic performance in secondary schools in Aba South L.G.A.

In a school where the principal respects the professional competence of the teachers, and encourages the teacher by

providing necessary instruments to work students will perform better.

This is in line with Maduagwu and Nwogu (2006) assertion that

Human resource planning in educational context recognizes that people are the most important assets in school organization, that the quality of personnel determines whether the organization will be successful and reach its objectives or not, that human elements in school organization is the largest single controllable variable in the school organization.

This brings to bear on the fact that organizations are made up of resources and its proper allocation and utilization brings about effective administration which leads to better academic performances of the students. Indeed, according to Ekundayo in Babalola and Ayeni (2008) when resources allocated to education are judiciously managed, quality outputs from education sector are guaranteed.

It is against this backdrop that Onuka in Babalola and Ayeni (2008) stated that educational resource facilitates the smooth administration of the school system and the entire education industry in a manner that yields maximum results and required benefits to the society.

The result of the analysis as stated in table 4.5.1 and 4.5.2 of chapter four answers hypothesis questions. T-test was used to test the significance at 0.05 level of significance and 4 degree of freedom, the value of t-critical is 18.2 and as such, the null hypothesis was rejected and alternative accepted that there is a significant relationship between instructional materials and the management of the classroom by the teachers. The educational objectives are achieved in the schools when teachers perform their duties creditably. And this is achieved when resources are properly allocated and utilized.

This is in line with Onuka in Babalola and Ayeni (2008) argument that

It does also ensure effectiveness and efficiency of the system because whatever needs to be done is done right at the right time and the first time as well. This is so because resource management in the industry creates dexterity in the human capital engaged in the sector, as whatever they do becomes part and parcel of them, thus becoming effective and efficient in that which they do often. It equally allows for the individual teacher and other employees in the sector some time to concentrate on what they do and so becomes master rather than be jack of all trade.

This finding indicates the fact the instructional materials are very important to the management of the classroom by the teacher in the secondary school system. It implies that educational resources management helps to improve teacher productivity in the secondary schools. The findings as stated in table 4.1.3 and 4.2.3 shows that there is no significant difference between instructional materials and teachers' classroom control. The point been ascertained is that when resources are properly allocated and utilized in the secondary schools by the teachers, students are better controlled. This was the view of Onuorah in ANCOPSS (2009), the teachers should carefully prepare their lessons and have adequate and firm mastery of their subjects. They should also develop learning materials like concrete vivid and lively to the learners. These devices not only help to introduce variety into the lessons but also help to arouse and sustain the learners' interests. This will go a long way in making learning more permanent, thereby improving the learners' performance academically.

The finding to this hypothesis is stated in table 4.1.4 and 4.2.4 of chapter four. T-test was applied to test the significance. The null hypothesis was accepted and the alternative was rejected

that there is no significant difference between instructional materials and teachers' teaching techniques.

This is in line with Archibong in Babaloloa and Ayeni (2008) assertion that while the success of a students may be dependent on a lot of factors, a conducive and enabling environment provided for them at the department level will in no small measure contribute to the attainment of their objectives. Indeed the analysis indicated that the management of educational resources helps to bring about greater students' academic performances. According to Adetoro in Babalola and Ayeni (2008) resource allocation and utilization in education helps in achieving sustainable development in education and this is achieved by harnessing all educational resources and proper management in place of the educational system (i.e. the school) attains sustainable developed system and thereby produces high level graduates.

5.2 Educational Implications of the Study

The findings from this study have far reaching educational implications for the running of the secondary school system. To the principals who are the main authors in the provision of

instructional materials it will help them to bring about proper planning and projection of the adequate use of instructional materials available to them. It will help to minimize unnecessary use of instructional materials in the school administration and promote efficiency. For the teachers it will help to create a sense of direction, unity of purpose and commitment in the use of instructional materials which will increase their enthusiasm and the motivation of the teachers in teaching and learning in the secondary schools. This will also help to bring about increase in the teachers' productivity. The findings of the research will be of immense benefit to the students. When the issues of instructional materials are addressed as contained the findings it will motivate the students to get involved in reading. As a result, their academic performances will be enhanced. Government will benefit greatly from the research, it will be good information that will make government to provide the necessary funding for the provision of instructional materials to the secondary school system. It will therefore generally bring about productivity in the management of the secondary school system. It is on this premise that instructional material is by far one of the greatest

and most important aspects of the educational process and should be given greater priority.

5.3 Limitations of the Study

Great difficulty was encountered by the researcher in gathering data from the respondents. This was because of the nature of the area; it was difficult to reach the rural areas. In fact, the retrieval of the instrument from the teachers and principals was particularly problematic because they always claimed they were too busy to respond to the items. However, due to the constant visits and pressure mounted by the researcher, the instrument was responded to and retrieved.

5.4 Recommendations

The recommendations given by the researcher with regard to the findings are:

1. Government should endeavour to provide necessary funding to the secondary schools.
2. The principals of secondary schools should always provide instructional materials to the teachers and made to be put in use.

3. Enough budgetary allocation should be set aside by the principals for the running of the secondary schools.
4. Principals of secondary schools should take care of the instructional materials available to them and should use them judiciously.
5. Teachers should always try within the limit of the finances available to the school to provide the necessary instructional materials in the school system.
6. Teachers should help to make improvisation of instructional materials for effective teaching in the secondary school.
7. Both government and the principals of secondary school should endeavour to provide adequate instructional materials for the teachers.
8. All stakeholders in the administration of the secondary schools should provide the conducive learning environment for both teaching and learning to thrive.
9. Communities should participate in the provision of instructional materials to the secondary schools.
10. Regular seminars, workshops and symposia should be conducted for principals, teachers and all stakeholders in the administration of secondary school system.

5.5 **Suggestions for Further Studies**

From the findings of the research, it is necessary that further researchers be carried out in the following areas:

1. Instructional materials and students academic performances.
2. Instructional materials and principals' productivity.
3. The role of instructional materials in the stability of teaching and learning in secondary schools.

5.6 **Summary and Conclusion of the Entire Work**

The study was carried out to find how instructional materials can affect the sustainability of teaching in secondary schools in Aba South L.G.A. The problem of the research borders on the fact that instructional materials that are available will affect teaching in the secondary schools. This study was designed to investigate into the issue to be adopted in order to increase the use of instructional materials in the management of the secondary school system to enhance teaching. The theoretical framework is social system theory and other review of literature was done and empirical studies reviewed.

To help carry out the research, 4 research questions were posed and 4 hypotheses formulated. A sample of 100 teachers

out of the population 234 were made and a 20 item structured questionnaires based on 4 point Likert type scale was adopted with a reliability co-efficient of 0.93 was used in collecting the data. At the end of the research, 400 questionnaires were returned which was used as data to analyze the research questions and hypotheses. From the data collected and analyzed from the following findings, it was discovered that instructional materials play a prominent role in secondary school administration, the management of the teaching teachers productivity and the academic performances of students in the secondary schools.

Based on these findings it was recommended that government should provide the necessary funding to the secondary schools and that principals should provide to the teachers the necessary instructional materials, suggestions for further studies were made.

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QUESTIONNAIRE

**National Teachers' Institute (NTI)
Kaduna
18th October, 2016**

Dear Respondent,

INSTRUCTIONAL MATERIAL USE QUESTIONNAIRE

I am a Post Graduate Diploma in Education Student of the above mentioned institution. I am carrying out a research on the topic: **Instructional Materials and Academic Performance of Students in Aba South L.G.A."** I hereby solicit for your kindly cooperation and will appreciate it the more if you will answer the questions below. This will enable me to carry out the research diligently. I promise that any information gathered in this project will be treated confidentially and shall only be used for the intended purpose of the study.

Thanks.

Yours faithfully,

**OGBOO, WIVINA HIJIOKE.
(Researcher).**

SECTION A: QUESTIONNAIRE

PART A: PERSONAL DATA SECTION

Name of School:.....

Please put a (✓) in the boxes below to indicate the options that best apply to you.

Sex: Male Female

Status: Principal Tutor

Location of School: Rural Urban

PART B: CORE ITEM SECTION

Please, respond to the items below using the response options:

- | | |
|-------------------|----|
| Strongly Agree | SA |
| Agree | A |
| Disagree | DA |
| Strongly Disagree | SD |

CLUSTER A

S/N	INSTRUCTIONAL MATERIALS	SA	A	D	SD
1.	Instructional materials bring about teachers' productivity.				
2.	Instructional materials have brought about improved teaching and learning.				
3.	As a result of instructional materials, students are now better taught.				
4.	Instructional materials have brought about seriousness among teachers in education delivery.				
5.	A school that uses instructional materials, teachers are more disposed to new trend of teaching and learning.				

CLUSTER B

S/N	INSTRUCTIONAL MATERIALS	SA	A	D	SD
6.	Instructional materials bring about smooth administration in the school system.				
7.	Schools with instructional materials are better managed and have better administration.				
8.	Instructional materials provide the background for smooth management in the school.				
9.	Instructional materials bring about strong motivation of teachers.				
10.	Instructional material brings about good climate.				

CLUSTER C

S/N	INSTRUCTIONAL MATERIALS	SA	A	D	SD
11.	Instructional materials as provided by the principals help in the management of the teachers.				
12.	Teachers that have embraced instructional materials manage classroom better.				
13.	Instructional material brings about smooth classroom management by the teachers in the school.				
14.	Instructional materials brings about proper utilization of school curriculum for good teaching process.				
15.	Efficiency is achieved by the teachers when instructional materials are better.				

CLUSTER D

S/N	INSTRUCTIONAL MATERIALS	SA	A	D	SD
16.	Instructional materials bring about better students academic performance.				
17.	When instructional materials are better allocated and managed, students put in their best in their academics.				
18.	As a result of proper management of instructional materials, there is greater effort by the students in learning.				
19.	It brings about learning environments for the students to learn and perform better in their academic.				
20.	It brings about good school climate and tone to make the students to read their book which helps them to perform better in their academic.				

APPENDIX ONE

TABLE 4.5.1

Sources	n	\bar{X}	SD	df	P	t_{cal}	t_{crit}	Decision
Teachers	25	3.13	0.12	548	<0.05	1.62	1.96	Do not reject H_0 .
Students	525	3.09	0.14					

$$t_{crit} = \frac{\bar{X}_t - \bar{X}_s}{\sqrt{\frac{(SD)_t^2}{n_t} + \frac{(SD)_s^2}{n_s}}} = \frac{3.13 - 3.09}{\sqrt{\frac{(0.12)^2}{25} + \frac{(0.14)^2}{525}}}$$

$$= \frac{0.04}{\sqrt{0.000484 + 0.0000372}}$$

$$= \frac{0.04}{\sqrt{0.0005212}}$$

$$= \frac{0.04}{0.0228}$$

$$t_{cal} = 1.75;$$

$$t_{crit} = 1.96$$

TABLE 4.5.2

Sources	n	\bar{x}	SD	df	P	t_{cal}	t_{crit}	Decision
Teachers	25	3.13	0.16	548	<0.05	1.22	1.96	Do not reject H_0 .
Students	525	3.09	0.18					

$$t_{crit} = \frac{\bar{x}_t - \bar{x}_s}{\sqrt{\frac{(SD)_t^2}{n_t} + \frac{(SD)_s^2}{n_s}}} = \frac{3.13 - 3.09}{\sqrt{\frac{(0.16)^2}{25} + \frac{(0.18)^2}{525}}}$$

$$= \frac{0.04}{\sqrt{\frac{0.0256}{25} + \frac{0.0324}{525}}}$$

$$= \frac{0.04}{\sqrt{0.00102 + 0.0000617}}$$

$$= \frac{0.04}{0.00108}$$

$$= \frac{0.04}{0.0329}$$

$$t_{cal} = 1.215;$$

$$t_{crit} = 1.99$$

TABLE 4.5.3

Sources	n	\bar{x}	SD	df	P	t_{cal}	t_{crit}	Decision
Teachers	25	3.12	0.11	548	<0.05	1.63	1.96	Do not reject H_0 .
Students	525	3.04	0.13					

$$t_{crit} = \frac{\bar{x}_t - \bar{x}_s}{\sqrt{\frac{(SD)_t^2}{n_t} + \frac{(SD)_s^2}{n_s}}} = \frac{3.07 - 3.00}{\sqrt{\frac{(0.13)^2}{25} + \frac{(0.15)^2}{525}}}$$

$$= \frac{0.07}{\sqrt{\frac{0.0169}{25} + \frac{0.0225}{525}}}$$

$$= \frac{0.07}{\sqrt{0.00338 + 0.000429}}$$

$$= \frac{0.07}{0.0034229}$$

$$= \frac{0.07}{0.0585}$$

$$t_{cal} = 1.19;$$

$$t_{crit} = 1.99$$

TABLE 4.5.4

Sources	n	\bar{x}	SD	df	P	t_{cal}	t_{crit}	Decision
Teachers	25	3.13	0.11	548	<0.05	1.63	1.96	Do not reject H_0 .
Students	525	3.09	0.13					

$$t_{crit} = \frac{\bar{x}_t - \bar{x}_s}{\sqrt{\frac{(SD)_t^2}{n_t} + \frac{(SD)_s^2}{n_s}}} = \frac{3.12 - 3.09}{\sqrt{\frac{(0.11)^2}{25} + \frac{(0.13)^2}{525}}}$$

$$= \frac{0.03}{\sqrt{\frac{0.0121}{25} + \frac{0.0169}{525}}}$$

$$= \frac{0.03}{\sqrt{0.000484 + 0.0000322}}$$

$$= \frac{0.03}{0.0005162}$$

$$= \frac{0.03}{0.0227}$$

$$t_{cal} = 1.32;$$

$$t_{crit} = 1.99$$