



## RELATIONSHIP BETWEEN THE USE OF INSTRUCTIONAL MATERIALS AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN ETI OSA LOCAL GOVERNMENT AREA OF LAGOS STATE

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### ABSTRACT

Over the years, performance of secondary school students especially in West Africa Examination Council (WAEC) and National Examination Council (NECO) in some schools has not been encouraging. Due to their performance on the various subjects, researches have shown that one of the causes of poor performance in these certificate examinations is inadequate use of instructional materials. Therefore, this research was designed to find out the relationship between the use of instructional materials and academic performance at secondary schools in Eti Osa local government area of Lagos state. To achieve this, the researcher embarked on drawing and distributing the copies of questionnaire to the students and teachers of the selected schools. The data collected was analyzed in figures and converted to percentage as well as using Person Correlation Coefficient Statistical tool. Each hypothesis was tested at alpha level of 0.05. It was discovered that the use of instructional materials has not been effective in most schools. Finally, some recommendations were made to the government, school authority, school proprietors and teachers as regard the provision, application and usage of appropriate instructional materials to enhance teaching – learning process

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**Keywords:** *Academic Performance, Instructional materials, Government, West African Examination Council and National Examination Council*

### INTRODUCTION

Learning is a life-long process. One of the most important ways to achieve learning is through education. Education is the process of acquiring knowledge, skills, values, attitudes and behaviour through various forms of learning such as instruction, training, research or practical experience. It is a process that begins from childhood and continues throughout an individual's life. Education helps individuals to

develop critical thinking, problem solving, communication and social skills which are essential for personal growth and success in their personal and professional lives. Education according to Concise Oxford English Dictionary is the process of educating or being educated. Similarly, educating could be described as the imparting of knowledge through teaching and learning especially at a school or similar institution (Pearsall,2013) The teaching and learning process can be likened to buying and selling; when the wares are attractive. buyers will be motivated to buy. The teaching and learning process is an expensive article on the part of the students but what makes it acceptable is the nature of instructional material through which the teacher presents the topic. Instructional materials are print and non-print items that are designed to impart information to students in the educational process. Instructional materials include items such as kits, textbooks, magazines, newspaper, pictures recordings, slides, video clips, work books and electronic media including but not limited to music, movies, radio, soft wares CD rom and online services (Dahar and Faize, 2011).

Instructional materials play a very important role in the teaching-learning process. It enhances the memory level of the students. Currently, education has spread wide and the entirely oral teaching cannot be the key to successful pedagogy; therefore, the teacher has to use instructional materials to make the teaching-learning process interesting (Raw, 2013). The use of instructional material can enhance the learning achievement. They make lessons interesting and stimulating. Instructional materials are important aspects of teaching and learning process but often teachers neglect them during their lessons. When instructional materials are used effectively, they increase the learning efficiency of the students. They also help to clarify complex events and bring self-learning and understanding. However, instructional materials are to improve and supplement teaching and not to replace teachers. Instructional material is used efficiently and actively to facilitate the teaching-learning process in most of the advanced countries. The situation is not good in most of the developing countries, only the lower quality and the less quality of instructional material are provided to schools. In this way, the availability of instructional material is very less. Teachers are not well trained in using the instructional material, as well (Dahar and Faize , 2011)

Experience over the years in Nigeria has shown that teachers have been depending on excessive use of words to express, convey ideas or facts in

the teaching-learning process. This practice is termed the chalk talk method. Today advances in technology have made it possible to produce materials and devices that could be used to minimize the teachers' talking and at the same time make the message clearer, more interesting and easier for the learners to assimilate (Raw, 2013). According to Soetan (2015), graphics such as charts, posters, sketches cartoons and graphs used in teaching creates definitiveness to the materials being studied. They visualize the whole concepts learned and their relationships with one another. The teaching-learning process is a complex one. Psychologists say that learning is made effective when all the five senses are involved. They also point out that the ability to learn depends on the mental and physical maturity of the child. This could be made effective by the use of instructional materials. The child's academic performance moreover, is also important because improper use of instructional materials could adversely affect his performance. On the other hand, good and effective use of instructional materials will enhance students' performances. To achieve this. The teacher should always use necessary and relevant instructional materials to educate the students to enhance their performance (Soetan, 2015).

### **STATEMENT OF THE PROBLEM**

Despite the fact that Nigeria still remains a developing country, certain instructional materials are available for the teaching-learning process in many schools. In recent years, however, external examination council, West African Examination Council (WAEC) and the Joint Admission and Matriculation Board (JAMB) have continued to release very poor results of candidates. Poor results and increasing cases of examination cheating are manifestations of faulty teaching-learning process. Many factors have been blamed for this ugly trend. Among these factors are poorly applied government policies, inadequate qualified teachers, inadequate high quality instructional materials and poor learning environment (Onosanya and Omosewo, 2011). It is disturbing to note that the poor academic performance of most students in Nigeria has been on the increase. The percentage of most students that passed WAEC yearly keeps dropping. Governments at all levels have been on their toes to arrest the situation but the desired result has not been completely achieved (Farrant, 2014). Equally worrisome is the nonchalant attitude of teachers towards the use of instructional materials. Evidences from research work show that an average teacher in Nigeria does not use instructional materials in their teaching process. Most of them see it as a

burden to improvise when the concrete objects are not readily available. Furthermore, it is disturbing to note that the inadequacy of instructional materials negatively affects the academic performance of students. Instructional resources and materials are of immense importance to academic achievements. Incidentally, most research reports have shown gross unavailability of these resources. The concern for making inventory on the availability and use of these instructional materials cannot be over emphasized. It is a worthwhile investigation as long as teaching continues. This study therefore aims to determine the teachers and students' perception of use of instructional materials and their relationship with academic performance.

### **Purpose of the Study**

The purpose of this study was to determine the relationship between instructional materials and the academic performance of the secondary school students. Based on the purpose the following objectives were stated:

- a. To establish the relationship between the use of instructional materials and students' academic performance.
- b. To establish the effect of teachers' qualification and experience on their use of instructional materials.

### **Research Questions**

The following questions were raised to guide the study

It is in the light of the above that the following research questions will be examined

- a. Is there a relationship between the use of instructional materials and students' academic performance?
- b. Does the teachers' qualification and experience affect their use of instructional materials?

### **Hypothesis**

In order to identify the variables and to accomplish the purpose of this study, the following hypothesis will be tested:

Ho1: There is no significant relationship between the use of instructional materials and students' academic performance.

Ho2: There is no significant relationship between teachers' qualification and experience and the use of instructional materials on student's academic performance.

## Methods

This chapter deals with the findings and analysis of the data collected using questionnaires administered to randomly selected students and teachers of three schools. Percentages were used in articulating the data while Chi square was employed to determine the significance of the findings.

## Presentation of Result

The analysis of the data for the study and the results obtained are presented according to the research question and the research hypothesis raised in this study.

**Hypothesis One:** There is no significant relationship between the use of instructional materials and students' academic performance.

Table 1 shows the response of students of the three selected schools to Hypothesis One. The students generally agreed that with the use of instructional materials, lessons are better understood leading to improved academic performance.

**Table 1: RESPONSE OF STUDENTS TO THE EFFECT OF INSTRUCTIONAL MATERIALS ON ACADEMIC PERFORMANCE**

School	Response				Total
	Yes		No		
	No.	%	No.	%	
Victoria Island Secondary School	41	82	9	18	50
Falomo High School	47	94	3	6	50
Kuramo Sec. Sch.	48	96	2	4	50
Total	136	90.67	14	9.33	150

**Table 1:** Shows the response of teachers to Hypothesis One. Similar to the student responses, most of the teachers agreed that instructional materials aid teaching and learning thereby increasing students' academic performance.

**Table 2: RESPONSE OF TEACHERS TO THE EFFECT OF INSTRUCTIONAL MATERIALS ON ACADEMIC PERFORMANCE**

School	Response				Total
	Yes		No		
	No.	%	No.	%	
Victoria Island Secondary School	41	82	9	18	10
Falomo High School	47	94	3	6	10
Kuramo Sec. Sch.	48	96	2	4	10
<b>Total</b>	136	90.67	14	9.33	30

**Findings:** Tables 1 and 2 show the positive effects of instructional materials on students' academic performance. Over 90% of students and teachers agreed that use of instructional materials aids learning and contributes to improved academic performance of students. Chi Square (X<sup>2</sup>) tests, moreover, showed significant difference in the positive and negative responses at 5% degree of confidence. On the other hand, no significant differences were observed in the responses of student and teachers and from different schools. This shows a universal agreement of the study population on the relationship between instructional materials and students' academic performance. Therefore, the hypothesis that there is no significant relationship between the use of instructional materials and students' academic qualification is not true.

**Hypothesis Two:** There is no significant relationship between teachers' qualification and experience and the use of instructional materials. This hypothesis is designed to assist the researcher to determine the teachers' qualification on regular and appropriate use of instructional materials. Teacher's qualification for the purpose of this study is accessed by educational qualification and years of experience in teaching. Tables 3 and 4 show the educational qualification and years of experience of teachers in the schools.

**Table 3: Educational Qualification of Teachers**

Qualification	No of Teachers	Percentage (%)
WASCE/ TCII	3	10
NCE	4	16.7
B.Ed	15	50
B.Sc/BA	5	16.7
MA/M.Sc/M.Ed	2	6.7
Phd	0	0
Total	30	100

**Table 4: Years of Experience of Teachers**

Years	No of Teachers	Percentage (%)
1 – 10	13	43.3
11 – 20	8	26.7
20 – 30	6	20
Above 30	3	10
Total	30	100

## FINDINGS

The results above show that most of the teachers are professionally trained and are therefore qualified to teach having been taught the rudiments of teaching including use of instructional materials. Moreover, many of them are experienced teachers with many years of service in the classroom. Their professional training and many years of experiences equipped them with the requisite knowledge and skill in the usefulness and proper use of instructional materials. Therefore, the hypothesis that says there is no significant relationship between teacher qualification and the use of instructional materials is not true.

## CONCLUSION

Based on the perception of students and teachers on the relationship between instructional materials and academic performance, the use of instructional materials influences students' academic performance positively. However, for effective utilization of instructional materials to achieve the desired positive result in the teaching-learning process, well qualified and experienced teachers are essential.

## RECOMMENDATION

Based on the analysis of data and findings from this study, the following recommendations are made:

- a. The government and school proprietors should employ only qualified teachers; capable and well versed in the art of teaching.

This would ensure that professional teachers who know various methods of teaching including when and how to use instructional materials should handle students.

- b. School authorities should provide good and adequate instructional materials like film clips, television, pictures charts, magazines, etc. where resources are not enough to provide all these, the teacher should be encouraged and motivated to improvise them.
- c. Teachers should make judicious use of available instructional materials so as to enhance students' academic performance.
- d. Teachers should change their attitude towards the use of instructional materials. They should at all times use instructional materials during each lesson so as to aid the students' understanding of the concept.

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