THE IMPACT OF INSTRUCTIONAL MATERIALS ON THE ACADEMIC PERFORMANCE OF STUDENTS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

BY

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DEPARTMENT OF EDUCATIONAL MANAGEMENT

FACULTY OF EDUCATION

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BENIN CITY

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A PROJECT REPORT SUBMITTED TO THE

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CERTIFICATION

I, Ikhayere omuekpenmhen faith an undergraduate of the department of educational management Education, University of Benin with matriculation number EDU1609271 hereby affirm that the work embodied in this project (impact of instructional materials on the academic performance of students in Egor Local Government in Edo State) is original and has not been submitted in part or full for any other Diploma or Degree of this or any other university.

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Date

DEDICATION

This project is dedicated to Almighty God who gave me the ability and strength to carry out this work and also my parents Mr & Mrs Ikhayere for their moral and financial support and also their words of encouragement throughout my programme.

ACKNOWLEDGEMENT

I am sincerely grateful to God Almighty who in his infinite mercies granted me grace to complete my four years programme successfully in good health.

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I will also want to say a big thank you to my family members for their supports over the years. Mr & Mrs Ikhayere, My sweet sister Mrs Evelyn Ugorume and her heartrob Mr Christian Ugorume, Prince Daniel Ikhayere for their encouragement and financial support and never failing to correct and advise me and also Precious Ikhayere.

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ABSTRACT

The purpose of this research work is to examine the extent to which the selected public secondary schools in Egor Local Government Area of Edo State utilize quality and adequate instructional materials in classrooms and how this has promoted the academic performance of students.

The aims of the study were to find out the extent to which the selected public secondary in Egor Local Government Area of Edo State utilize quality and adequate instinct materials and how it had promoted academic performance of students, to explore the views of teachers and students on the extent to which instructional materials affects student's performance and also the challenges that teachers in public secondary schools face in accessing instructional materials.

The study employed survey method with questionnaire as a tool to elicit response from the respondents, from a sample size of one hundred and thirty- eight (138) respondents.The following were findings of the study: first, instructional materials are the key to teachers' and students' performance. Secondly, most public secondary schools in Egor local government Area of Edo state suffer shortage of essential teaching and learning materials. Thirdly, the study revealed that teachers used different strategies to minimize the challenges of attaining and using quality

instructional materials like borrowing books and improvation. The study recommends that the government should budget sufficient funds for improving the availability of instructional materials in all secondary schools. For further research, this study proposes that aspects of how teachers and students use instructional materials for effective teaching and learning processes need to be examined.

CHAPTER ONE

1.0 INTRODUCTION

1.2 BACKGROUND TO THE STUDY

Instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize a concept during teaching and learning process. Traditionally, classroom teachers have relied heavily on the ‘talk-chalk' method during their teaching. But recently, instructional materials help to provide variations in the ways in which messages are sent across. In using instructional materials teachers and students do not only extend the range of sense organs we use but also extend the range of materials used for convening the same message through the same organ. For instance, in teaching a topic a teacher can manipulate real objects or use their stimulators. Instructional materials therefore constitute the media of exchange through which a message transaction is facilitated between a source and a receiver. In addition to extending the range of materials that can be used to convey the same instructional message to learner’s instructional materials also facilitate the 'process' nature of communication. In this passage, the process nature of communication implies that both the source and the receiver of a message are actively involved in a communication encounter. Infarct, it means that both the receiver and the source share and exchange ideas, feelings in any communication

Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective

utilization during classroom teaching. Instructional materials here include all the tools that the teachers can use to make the learning more interesting and memorable.

According to Farombi, (1998), instructional materials include books, audio-visual, software andhardware of educational technology. He further opines that the availability, adequacy and relevance of instructional materials in classrooms can influence quality teaching, which can have positive effect on students' learning and academic performance. The insight from Farombi on linking instructional resources to students' academic performance serve critical in the provision of quality education. Efficiency and high productivity in teaching and learning transaction, in my views, start from the access to quality and adequate instructional materials, and these should be prepared well before the class interaction.

According to Oni (1992), instructional resources are teachers' strategic factor in organizing and providing education. This is so because they help to elaborate a concept that the teacher cannot elaborate without an instructional material. This allow students to learn more comfortably therefore influencing positively their academic performance.

Writing on the impact of instructional materials in teaching and learning, Balogun (1982) commented that science education programmes cannot be taught effectively without the existence of equipment for teaching. This is because instructional materials help those who learn to develop problem-solving skills and scientific attitudes. Elaborating further on the same point, Ajayi and Ogunyemi (1990) emphasized that when instructional materials are provided to meet

relative needs of teaching process, students will have access to the reference materials mentioned by the teacher, and also each student will be able to learn at his or her own pace. The overall result is that students will perform much better.

Instructional materials are considered important in teaching and learning in all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non-exciting (Eshiwani, 1984). For example, textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder contribute much in making learning more interesting (Atkinson, 2000). The importance of instructional materials is also evident in the performance of students (Adeogun, 2001).

According to Adeogun, schools whose teachers use more instructional resources perform better than schools, whose teachers do not use instructional materials. This corroborated the study by Babayomi (1999) that private schools performed better than public schools because students and teachers are provided with sufficient and quality teaching and learning resources. From this importance, schools at all levels of education have been advised to have quality and adequate instructional facilities to raise academic performance of their students.

The advice emanated from the fact that instructional facilities have a potent factor to qualitative education. The dictum is that “teaching is inseparable from learning but learning is separable from teaching.” This means that teachers do the teaching to make the students learn, but with quality and adequate instructional

facilities, students can learn without the teachers. According to Akande (1985), learning can occur through one's interaction with one's environment. Environment here refers to instructional facilities that are available to facilitate students learning outcome.

Instructional materials such as the size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals, are important in the teaching transaction (Farrant, 1980 and Farombi, 1998). According to these scholars, availability of instructional materials can work best if other conditions are met such as the quality of classroom. I would add, the quality of teachers to use these resources. While acknowledging the importance of instructional materials, there is little agreement on their impact on academic performance and this difference in understanding, is the focus of this study.

Studies have been conducted mainly focusing on pedagogical and curriculum trends. However, studies on the impact of instructional materials in academic performance for a country like Nigeria are highly needed due to the importance discussed above and the challenges facing the education system. Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. Academic performance is normally measured by the examination results because this is one of the major goals of a school. Hoyle (1986) reiterated that schools are built in order to provide knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. In this study, academic performance was characterized by performance in classroom tests, in course work and

performance in the final examination.

1.3 STATEMENT OF THE PROBLEM

Most studies that look into the state of instructional resources in schools, rarely do scholars attach poor performance with lack of, or inadequacy of these materials. As the studies above indicate instructional materials are important in teaching and learning and are inadequate in many schools (Kerr, 2003). Although studies in Nigeria have lamented on poor performance, they did not link this situation with inadequate quality instructional resources. These studies are clear that there is a strong link between adequate and quality instructional materials and quality teaching and learning process (Blair, 1998) but have not shown this link with students' academic performance. Other studies conducted by researchers such as Earthman and Lemasters (1996) have shown that learners who are provided with safe, modern and environmentally controlled situation learn much better and their academic performance are high. The transmission of facts, ideas and information from the teacher to the students in a systematic order or procedure is referred to as teaching. During this process instructional material otherwise known as teaching aids meant to make instruction more meaningful, clear and much more interesting to students are brought in display. There is a general impression that science education is not achieving the desired objectives especially with high incidence of students' poor performance in chemistry and other science subjects at senior secondary certificate examination. This situation has assumed a precarious dimension in all secondary schools in Edo State and particularly in Egor Local Government Area. The failure of the educational system to provide adequate and

appropriate teaching-learning aids in order to improve academic performance of students is of a great concern to government, educational institutions and other concern citizens. It is believed that if adequate instructional materials are made available to school and are used appropriately in teaching-learning process, a better performance could be achieved. Hence, the motivation of this study which seeks to find out the impact of instructional materials on academic performance of senior secondary school students.

1.4 OBJECTIVE OF THE STUDY

The objective of this study was to examine the extent to which the selected public secondary schools in Egor local government area of Edo state utilize quality and adequate instructional materials in classrooms and how this has promoted academic performance of students. The findings of this study have implications for policy and practice regarding the planning and funding of schools for quality provision of education.

The specific objective of the study was guided by the following

1. To examine the extent to which instructions material are available and adequate in schools.
2. To examine how well the instructional materials are utilized.
3. To examine the effects of instructional materials on the academic performance of the leaders

Research Questions

The following research questions were raised to guide the study:

- What extent are instructional materials available and adequate in the schools?
- How well are the available instructional materials utilized?
- What are the effects of the instructional materials on the academic performance of the learners?

1.5 SCOPE OF THE STUDY

This study dealt with conditions of public secondary schools in relation to students' behavior and performance. The focus of the study was on the availability and utilization of instructional materials. The study focused on selected public secondary schools in Egor local government area of Edo state. The context of this research is unique to schools in Egor local government area of Edo state and therefore it cannot be generalized for the whole country.

This study intends to find the impact of inadequate instructional materials in secondary schools in Egor local government area of Edo state. The knowledge obtained would help the government most especially local government and educators to reflect and make evaluation on the requirements of other instructional materials apart from class-rooms alone. Since the beginning of

secondary schools, the government and local communities have been putting more emphasis on the construction of new class-rooms, and recently, construction of laboratories.

However, provision of quality secondary school education requires more than just class-rooms and laboratory buildings. The evaluation of instructional materials, along with other reform movements, allows educators and planners to plan for appropriate environment for teaching and learning so as to provide quality secondary school education.

The study would also influence education planners to consider appearances of physical structures such as classrooms and availability of other teaching and learning materials as some of the important factors that can influence parents to send their children to particular schools, which have attractive physical appearance and variety of other facilities. Attractive environment and the availability of other learning resources can influence students to stay in schools and stimulate learning. This study would be helpful for fulfilments of the requirement of Bachelor of Education degree in Educational Management.

Also the knowledge acquired from this study would be very important to other researchers who have interest in demographic dynamics of school age going children in relation to planning of school facilities. If the study concludes that student in public secondary schools perform poorly due to the lack of sufficient instructional materials, this knowledge will enable education planners to re- think the range of services the government can provide to school-aged children, and the wider community, and to find creative ways of improving school facilities that would otherwise be ineffectively utilized due to funding pressures.

1.6 DELIMITATION OF THE STUDY

This study was confined to examining the impact of instructional materials in the academic performance of secondary school students in Egor local government area of Edo state. Hence it is not within the scope of this research to deal with other areas.

1.7 DEFINITION OF KEY TERMS

- **Instructional materials**: These are materials that teachers use in teaching to make the lesson active, interesting, real and understandable to the students so that they can use every opportunity to develop full potential.

- **Academic performance**: It is the school evaluation of pupil's classroom work as quantified on the basis of marks or grades assigned by the teachers to the student has managed to reach their educational goals.

CHAPTER TWO

LITERATURE REVIEW

2.0 REVIEW OF RELATED LITERATE

This chapter presents the relevant literature for this study. The first part presents theoretical literature. This is focused on two theories: Instructional material theories and sociocultural theory ofteaching, learning, and development. The second part presents empirical literature that revolves around the three objectives developed in chapter 1. These include: the extent to which instructional facilities affect student performance; the challenges that teachers in public secondary schools face inaccessing instructional materials; and the strategies that teachers use to minimize the challenges ofattaining and using quality instructional materials. The last part presents conceptual framework that was developed by Stufflebean comprised of the context, input, process and output.

2.1 THE CONCEPT OF INSTRUCTIONAL MATERIALS

Teaching at any level requires that students be exposed to some form of simulation. Ikerionwu, (2000), 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 (1975), 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 student's innovative and creative thinking as well as help them become enthusiastic, Ekwueme and Igwe

(2001).

Instructional materials refer to objects or devises which help the teacher to make learning meaningful to the learners, (Ikenionwu, 2000). Ezegbe, (1994), 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 Et Al, (2005), 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 oflearning experience individually or in combination to meet different teaching and learning experiences. Ngaroga, (2007), 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 have been defined as "any systematic description of techniques and exercises to be used in the classroom teaching" (Brown 1995). This definition is in line with what the study tries to find out on how the teacher use the materials and how students respond to it since the material itself consists of systematic exercises and techniques to use the exercises.

The use of instructional materials can be seen from its relation to other elements. In practice, instructional materials are interacted with other aspects of teaching and how it interacts with curriculum, methodology, teacher and students gives foundation to the role of the materials (Richards, 1990; vii). The role of the instructional materials is important in language teaching as it provides basis for the content of lessons, the balance of skills taught and the kinds of language

practice students take part in (Richard, 2001, 252).

2.2 CONCEPT OF SCHOOL ACADEMIC PERFORMANCE

Ozumba, 2011 defines the term performance as the ability of a child or students to retain and be able to transfer acquired knowledge in the appropriate situation. Performance of a student is ascertained when he or she is able to understand what is taught by the teacher and is able to explain or write when evaluated. Performance can be described as the scholastic standing of a student at a given moment. This scholastic standing could be explained by the grades obtained in a subject or group of subjects taken (Owoyemi, 2010).

Millard, 2010 in his own view sees the recreational aspect of school facility. He opines that recreational facilities play important roles in the academic performance and lives of the students. Maduewesi (2009) tolled the same line by asserting that recreational facility helps the students to live a successful life when they go into the society after school. Apart from the enhancement of students' performance, it helps to promote activities within the school system. (Marsh and Kleitman, 2011 and Kelstrom, 2010) opined that these activities shape the social and physical outlooks of the students and also gives meaning and essence to extra-curricular activities. The school extra-curricular project activities are the images of schools in the society (Odeh, 2014).

The responsibilities of the principals in secondary schools do not stop at the human and financial aspects of the school but also involves their ability to

effectively and efficiently manage the school site instructional materials, school libraries, students' hostels, staff offices, medical facilities as well as recreational facilities among others. It is unfortunate that due to the increase in enrolment in secondary schools as well as increase in staff strength in our schools, the school facility in secondary schools has not kept pace with the trend. Most of the secondary schools in the area of study are sited where they are not supposed to be located. Most of the schools are sited on the highways while others do not meet the minimum landmass requirements for secondary schools. The high level of students' academic performance may not be guaranteed where instructional materials, medical facilities, school laboratories, recreational facilities, library facilities are not properly kept or maintained.

2.3 THEORETICAL FRAMEWORK

2.3.1 INSTRUCTIONAL MATERIAL THEORIES

Instructional material theories assume that there is a direct link between the materials that the teachers use, and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and positive attitude towards learning. Further, these theories assume that instructional materials have the capacity to develop into students the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have positive impact in solving new problems by analyzing the situation and formulating a plan (Gagné et al. 2005).

According to Gagne et al, instructional material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise "eliciting performance" and "providing feedback on performance correctness," in addition to "providing learning guidance" for guided discovery learning. Many of these ideas have capacity building undertones with themes of students' acquisition of critical thinking and problem- solving skills.

However, the theory does not relate to whether or not students can think critically in what aspects or how they can solve a particular problem by themselves. However, I have the opinion that the purpose of instructional materials or technology in education is to stretch students' imagination and to encourage them to solve problems in their lives. Similar ideas are held by Lev Vygotsky, a Russian psychologist who held a view that tools and signs, which are in a form of instructional materials, have the capacity to develop in student higher level of thinking, which is important in problem-solving activities. However, since they are considered to be domain-specific, the ways instructional materials can start cognitive development is yet to be studied with respect to classroom teaching. Thus, this study stretches these views.

2.3.2 SOCIOCULTURAL THEORY OF TEACHING, LEARNING, AND DEVELOPMENT

Socio cultural theory of teaching, learning and development is the second theory that framed this study. Largely inspired by the seminal works of Lev Vygotsky, this theory assumes that human minds do not develop by virtue of

some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human's minds develop as a result of constant interactions with the social material world.

According to Vygotsky, the human mind develops through interaction with materials in the learning process where people learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are crystallized in 'cultural tools', and the learners have to master such tools in order to develop specific knowledge and skills in solving specific problems and, in the process, become competent in specific profession. In the classroom, these tools can be a picture, a model, or pattern of solving a problem. Most often however, such tools are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of meanings, sounds, melody, rules of communication, and so forth. Learning by using such tools is not something that simply helps the mind to develop. Rather, this kind of learning leads to new, more elaborated forms of mental functioning. For example, when children master such a complex cultural tool as human language, this results not only in their ability to talk but leads to completely new levels of thinking, self- regulation and mentality in general. It is the specific organization of this tool (e.g., the semantic, pragmatic and syntactic structures of language) that calls into being and in effect shapes and forms new facets of the child's mind. Importantly, cultural tools are not merely static 'things' but embodiments of certain ways of acting in human communities. In other words, they represent the functions and meanings of things, as discovered in cultural practices: they are "objects-that-can-be used- for certain-purposes" in human

societies. As such, they can be appropriated by a child only through acting upon and with them, that is, only in the course of actively reconstructing their meaning and function. And such reconstruction of cultural tools is initially possible only in the process of cooperating and interacting with other people who already possess the knowledge (i.e. the meaning) of a given cultural tool.

This short account is presented here to illustrate the fact that the sociocultural approach, unlike that of instructional materials by Gagne discussed above, not only allows for a synthesis of teaching, learning, and cognitive development; it actively calls for it. This theory implies that instructional materials lead to cognitive development because they mediate learners' thinking through the tools, and such mediation constitutes the very cornerstone of mental development.

2.4 EMPIRICAL LITERATURE

2.4.1 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 materialscreate into the learner a quality learning experience. Mwiria (1995) also supports that student 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 ofperforming well in examination than poorly equipped ones.

2.4.2 CHALLENGES THAT TEACHERS FACE IN ACCESSING INSTRUCTIONAL MATERIALS

Teachers in public secondary schools face some challenges in accessing instructional materials. One of the big challenges that teachers in public secondary schools face in accessing instructional materials is meagre funds provided by the government to community secondary schools for purchasing instructional materials. Public secondary schools depend to the large extent on the government for funding. Very little support is received from local government around the schools especially due to poverty. The funds are provided in form of capitation grants. The capitation grant is aimed at improving the quality of education by making sure that sufficient leaching and learning material are found

at school level. In particular, the capitation grant is meant to finance the purchaseof textbooks and other teaching and learning materials as well as to fund repairs, administration materials, and examination expenses (Uwazi, 2010). Another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most public secondary schools especially in rural areas do not have access to information communication technology (ICT) which could alleviate shortage of instructional materials. As we are in a new millennium, there is an increased awareness of the need to use modern scientific approach in teaching and learning processes in our schools. At present, there is a universal recognition of information and communication technology as a major force in the dissemination of knowledge (Aina, 2013). Majority of teachers who were trained early 1990's and backward do not have skills in the field of Information and Communication Technology. Where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipment and the other facilities. In most of the public secondary schools, most of the facilities are non-existent, hence the traditional chalk and duster approach still dominates in secondary school pedagogy (Obasi, 2008).

Poor salary is also another challenge that teachers face. Teachers like most civil servants in Nigeria are poorly paid. This becomes a hindrance for them to purchase their own teaching materials or acquisition of new ideas, skills and knowledge by failure in enrolling for further educational programmes including Information and Communication Technology (ICT). With this, the academic and

intellectual capacities of teachers and learners are bound to be affected substantially during classroom interaction (Onche, 2014). Lack of sufficient skills and creativity may hinder teachers to improvise their own instructional materials.

Local governments and communities around public secondary schools are supposed to provide resources most especially funds to these schools so that teachers can use them to access instructional materials. But very often this is not the case due to number of reasons. Some local communities have very narrow tax base. Also the performance of local councils in the collection of their own revenue have been recorded very poor. Many local authorities however have foundthemselves unable to deal with such a rapid increase in expenditure and their budget deficit increase. Education is one of the sectors, which are mostly affected by this situation. Poverty is another reason, which may hinder members of the community in supporting teachers and schools financially so that they can access instructional materials. According to Kimego (2011), Parents and communities' participation differ from rural to urban communities and from one mode of economy to another.

Another challenge that teachers face in accessing instructional materials is lack of clear policy and monitoring mechanisms to ensure that enough funds are provided to public secondary schools for purchasing instructional materials and also these funds are used for the intended purpose. As Onche (2014) comments, government's Policy towards efficient provision of these aspects of educational resources has not been encouraging and has always not been well planned, monitored, supervised and evaluated with public schools as the back bench of implication of these policies.

2.4.3 STRATEGIES TO MINIMIZE THE CHALLENGES OF ATTAINING AND USING QUALITY INSTRUCTIONAL MATERIALS

There are a number of strategies, which can be used in order to minimize the challenges of attaining and using quality instructional materials. According to studies done in different parts of the world including Africa, one of the strategies is improvisation of instructional materials. Eshiet (1996) states that improvisation involves sourcing, selection and deployment of relevant instructional materials into the teaching-learning focus in the absence or shortage of standard materials for a meaningful realization of specified educational goals and objectives.

According to studies done by Abodelraheem & Al-Rabane (2005), Udosen (2011) and Ibe- Bassey (2012) some creation of improvised media of low technological materials and resource- centred learning can enlarge the limited knowledge base of any course of study and enrich instruction to a guaranteed quality. It can also promote strategies that ensure the integration of technology in the teaching and learning process of basic science education. their findings are in agreement with the findings of Dodge (1997) who observed that using technologies like simulation devices open new horizons for individual learning tools, the environment resources and services.

The use of ICT can also minimize some of the challenges in accessing instructional materials. According to UNESCO (2004), the use and rapid spread of electronic communications has the capacity to affect the quality and efficiency of

basic education throughout the world. The ease with which teachers and students can gather information over the Internet on virtually any topic has the potential to transform instructionalcontent and pedagogical practice.

Moreover, courses developed by the best teachers in one country can be made available to students across many countries. Newer technology-based instructional strategies, incorporating the Internet and the World Wide Web (WWW), can therefore be used more to expand communication and increase access to resources. Tinio (2002), points out that ICT has potentials in increasing access and improving relevance and quality of education in developing countries. Tinio further states the potentials of ICT as follows: ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems.

2.5 KNOWLEDGE GAP

Most studies that look into the student performance, do not attach it with inadequacy or lack of instructional materials. Although studies in Nigeria have lamented on poor performance in secondary schools, they did not link this situation with inadequate quality instructional resources. These studies are clear that there is a problem in secondary schools and this is directly linked to inadequate quality instructional materials and thus, it will contribute to the literature on quality education in Nigeria.

2.6 CONCEPTUAL FRAMEWORK

Conceptual framework in this study is based on Bloom's (1982) model of evaluation because of its suitability in utilization and usage of instructional materials in the process of teaching and learning. It was useful in examining the interdependence of variables, teaching materials, teaching and learning process to students' performance as an outcome. The model consists of three items: Predictor variables, Mediating variables and Performance.

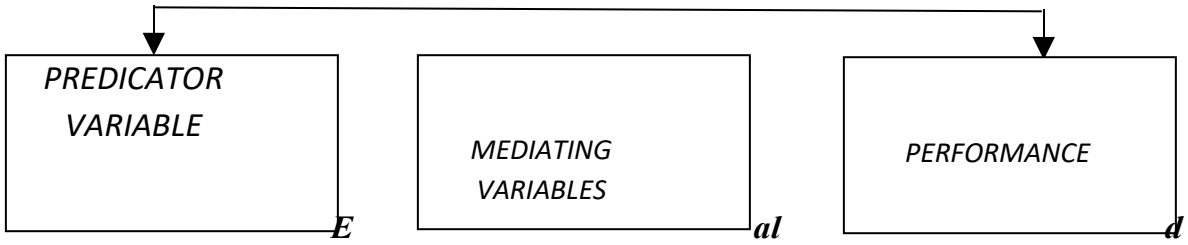

Figure 2.1: A Model for explaining the role of instructional materials in students' academic performance

According to Bloom (1982) predictor variables and mediating variables influence greatly students' performance. Figure 2.1 summarizes the idea contained in the model that if the predictor variables and mediating variables were of high quality, then teaching and learning process would produce high academic performance.

Figure 2.1 show Model for Explaining Students' Performance in English Language Learning. The model examines the relationship between variables, availability and effective use of adequate and quality instructional materials in the process of teaching and learning for higher performance.

It is anticipated that if there were enough and quality instructional materials

in the teaching transaction, and well utilization of those materials, they would contribute to quality teaching and students' high academic performance. It was also hoped that students would be more motivated to learn when they are exposed to quality instructional materials because their motivation would determine their success.

2.7 SUMMARY

This chapter presented the relevant literature for this study. The first part looked at theoretical literature. This is focused on two theories: Instructional material theories and sociocultural theory ofteaching, learning, and development. The second part presented empirical literature that revolved around the three objectives developed in chapter 1. These included: the extent to which instructional facilities affect student performance; the challenges that teachers in community secondary schools face in accessing instructional materials; and the strategies that teachers use to minimize the challenges of attaining and using quality instructional materials. The last part presented conceptual framework that was developed by Stufflebean comprised of the context, input, process and output.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Best (1985), defined research as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events.

Research methodology is the activity of investigating the phenomenon of Human experience which leads to new knowledge using methods of enquiries which are expected.

The main purpose of this chapter is to consider the research method adopted in this research. This chapter described the procedure employed in the conduct of the research. It focused on the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Administration of the Instrument
- Method of Data Analysis.

3.1 RESEARCH DESIGN

This research study adopted the case study research design. The case study research design involves the collection of data from a sample of a particular group, organize, analyze and conclude based on the data obtained, using the result as a representative generalization for the entire population of the group. It further gives in-depth information on precise problem situation facing a particular institution or setting. This design is deemed appropriate because the study focuses on obtaining information about instructional materials in schools with respect to students' performancein Egor local government area of Edo state.

3.2 POPULATION

The population of the study comprises all the principals, all the secondary school teachers andall Senior Secondary School One (1) and Two (2) Students in the 12 Senior Secondary Schools in EgorLocal Government Area of Edo State.

3.3 SAMPLE AND SAMPLING TECHNIQUE

The sample consists of 5% of all the staffs (principals and teachers) and 10% of all Senior Secondary School One (1) and Two (2) Students in the 12 Senior Secondary Schools in Egor Local Government Area of Edo State. Simple random sampling technique was used to select 21 staffs, both principals and teachers (including permanent and non-permanent staffs) and 117 students from eachschool in the local government.

Table 1: List of schools, teachers and students in Egor Local Government Area of Edo

S/N	**Name of Schools**	**No. Of Staffs (Principals and Teachers)**	**Sample Staffs (10%)**	**No. of Students**	**Sample of Students (5%)**
1	Asoro senior secondary School	34	3	356	18
2	Edo Boys High School	32	3	248	12
3	Egor Senior Secondary School	13	1	245	12
4	EvbarekeSchool Senior Secondary	21	2	256	13
5	Evbuotubu Senior Secondary School	21	2	108	5
6	Eweka Senior Secondary School	17	2	220	11
7	Iyoba Girls Senior Secondary School	23	2	150	8
8	Ohonre Senior Secondary School	13	1	104	5
9	Okhokhugbo Senior SecondarySchool	9	1	215	11
10	Use Senior Secondary School	14	1	115	6

11	Use Senior Secondary School	20	2	220	11
12	Uwelu Senior Secondary School	9	1	103	5
	TOTAL	**226**	21	2350	117

Source: Post Primary Education Board 2019

3.4 INSTRUMENT FOR DATA COLLECTION

Appropriate data or this study were collected through questionnaire and observation. A questionnaire is a set of questions designed to investigate a given subject matter. It is an instrument used to elicit data from respondents. The questionnaire contained two sections (A and B). The Section A gathered the demographic characteristics of the respondents such as Sex, Age, Year of Employment, Marital Status, Class, and Qualification. Section B of the questionnaire was made up of three parts the measured the availability and adequacy of instructional materials, utilization of the instructional materials, effect of the instructional materials on students' academic performance.

Instructional material measured include Textbooks, Stationary Materials, Teaching Aids, Scientific Recording Books and Laboratory Manuals, Audio-visual Media, Reference Books, Teacher guides and manuals.

The questionnaire is composed of closed ended items. The research instrument utilized a 4- point Likert scale questionnaire of "Not at all", "Just a little", "To a certain extent", "To a great extent".

3.5 VALIDITY OF THE INSTRUMENT

Before the administration of the questionnaire, it was given to the project supervisor and other lecturers in the Faculty of Education, Department of Educational Management, for corrections and suggestions. The corrections and suggestions made by them were incorporated in the final draft of the instrument.

3.6 RELIABILITY OF THE INSTRUMENT

A test - retest method was adopted to establish the reliability of the instrument used for the study. 20% of the initial questionnaires was administered to the same group after two weeks. The Cronbach Alpha Analysis was used to measure the degree of consistency on the obtained scored. The reliability was found to be 0.517. It is highly acceptable that the instrument is reliable because the coefficient is higher than 0.70.

3.7 METHOD OF DATA COLLECTION

The questionnaires were administered to the teachers and students. A total number of 138 copies of the questionnaires were distributed to the principals, teachers and students in all the schools. The questionnaires were retrieved back from the respondents after they had responded.

3.8 METHOD OF DATA ANALYSIS

In analyzing the data, the statistical procedure was employed. Data collected were analyzedusing frequency count and percentages.

RESEARCH QUESTIONS

The following research questions were raised to guide the study:

1. To what extent are instructional materials available and adequate in the

schools?

2. How well are the available instructional materials utilized?
3. What is the effect of the instructional materials on the academic performance of the learners?

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

This chapter deals with data analysis, presentation and discussion of findings. The purpose ofthis chapter is to describe and interpret the results of the field survey and use them to answer the research question which the researcher has set out to solve in the course of this study.

4.1 DATA ANALYSIS

Table 1: Availability and Adequacy of Instructional Materials

S/N	Instructional Material	Responses							
		Not at all		Just a little		To a certain extent		To a great extent	
		F	%	F	%	F	%	F	%
1	Textbooks	11	8%	25	18.1%	69	50%	33	23.9%
2	Stationary Materials	10	7.2%	70	50.7%	36	26.1 %	22	15.9%
3	Teaching Aids	16	11.6 %	42	30.4%	61	44.2 %	19	13.8%

4	Scientific Recording Books And Laboratory Manuals	82	59.4 %	34	24.6%	13	9.4%	10	7.2%
5	Audio-visual Media	89	64.5 %	38	27.5%	6	4.3%	6	4.3%
6	Reference Books	17	12.3 %	51	36.9%	61	44.2 %	9	6.5%
7	Teacher guides and manuals	12	8.7%	74	53.6%	41	29.7 %	11	7.9%

Table 1 shows that the frequency of availability and adequacy of instructional materials varies. The availability of textbooks is 8% not available, 18.1% available just a little, 50% available to a certain extent and 23.9% available to a great extent. The percentage available for stationary materials is 7.2%, 50.7%, 26.1% and 15.9% not available, available just a little, available to a certain extent and available to a great extent respectively. For teaching aids, 11.6%, 30.4%, 44.2% and 13.8% not available, available just a little, to a certain extent and to a great extent respectively availability was recorded. The percentage availability for scientific recording books and laboratory manuals are 59.4% not available, 24.6% available just a little, 9.4% available to a certain extent and 7.2% available to a great extent. Audio-visual media availability stands at 64.5% not available and 27.5% available just a little. Availability of reference books was 12.3% not available, 36.9% available just a little, and 44.2% available to a certain extent and

6.5% available to a great extent. The percentage available of teachers guides and manuals is 8.7% not available, 53.6% available just a little, 29.7%available to a certain extent and 7.9% available to a great extent.

Table 2: Utilization of the Available Instructional Materials

S/N	Instructional Material	Responses							
		Not at all		Just a little		To a certain extent		To a great extent	
		F	%	F	%	F	%	F	%
1	Textbooks	8	5.8%	33	23.9%	41	29.7%	56	40.6%
2	Stationary Materials	10	7.2%	47	34.1%	48	34.8%	33	23.9%
3	Teaching Aids	20	14.5 %	48	34.8%	46	33.3%	24	17.4%
4	Scientific Recording Books And Laboratory Manuals	71	51.4 %	51	36.9%	9	6.5%	7	5.1%
5	Audio-visual Media	103	74.6	23	16.7%	4	2.9%	8	5.8%

			%						
6	Reference Books	23	16.7 %	56	40.6%	30	21.7%	29	21%
7	Teacher guides and manuals	11	7.9%	47	34.1%	66	47.8%	14	10.1%

Table 2 shows the frequency and percentage of utilization of available instructional materials. The utilization of Textbooks is 5.8% not utilized 23.9% just a little utilized, 29.7% to a certain extent utilized and 40.6% to a great extent utilized. Stationary materials utilization is 7.2% not utilized, 34.1% utilized just a little, 34.8% utilized to a certain extent and 23.9% utilized to a great extent. Teaching aids were 14.5% not utilized, 34.8% utilized just a little, 33.3% utilized to a certain extent and 17.4% utilized to a great extent. Scientific recording books and laboratory manuals utilization stands at 51.4% non- utilization, 36.9% utilized just a little, 6.5% utilized to a certain extent and 5.1% utilized to a great extent. The utilization of audio-visual media is 74.6% not utilized and 16.7% utilized just a little. Reference books were 16.7% not utilized, 40.6% utilized just a little, 21.7% utilized to a certain extent and 21% utilized to a great extent. Teachers' guide and manuals are 7.9% not utilized, 34.1% utilized just a little, 47.8% utilized to a certain extent and 10.1% utilized to a great extent.

Table 3: Effect of available Instructional Materials on the Students' Academic Performance

S/N	Instructional Material	Responses							
		Not at all		Just a little		To a certain extent		To a great extent	
		F	%	F	%	F	%	F	%
1	Textbooks	7	5.1%	39	28.3%	54	39.1%	38	27.5%
2	Stationary Materials	10	7.2%	46	33.3%	58	42%	24	17.4%
3	Teaching Aids	15	10.9%	38	27.5%	60	43.5%	25	18.1%
4	Scientific Recording Books And Laboratory Manuals	52	37.7%	55	39.9%	24	17.4%	7	5.1%
5	Audio-visual Media	84	60.9%	35	25.4%	13	9.4%	6	4.3%
6	Reference Books	20	14.5%	48	34.8%	46	33.3%	24	17.4%
7	Teacher guides andmanuals	10	7.2%	53	38.4%	60	43.5%	15	10.9%

Table 3 shows the frequency and percentage effect of available instructional materials on the students' academic performance. The available textbooks, stationary materials, teaching aids and teaching guides and manuals to a certain extent (39.1%, 42%, 43.5% and 43.5% respectively) affect the performance of the students. More so, the available scientific recording books and laboratory manuals and reference books to just a little extent (39.9% and 34.8% respectively) affect the academic performance of students. Also, the available audio-visual media do not affect (60.9%) the students' academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This section presents the summary of the study, conclusion and the recommendations of the study.

5.1 SUMMARY

The objective of the study was to examine the extent to which the selected public secondary schools in Egor Local Government Area of Edo State utilize quality and adequate instructional materials in classrooms. The researcher reviewed related literatures on the impact of instructional materials for academic performance and established that there was limited research on the same locality. The limited research on this motivated the researcher to carry out this study. The findings forthe research questions of this study are as follows:

The first objective of the study was to determine the extent to which instructional materials are available and adequate in schools in Egor local government area of Edo state. Overall, the findings revealed that instructional materials are to a great extent not available and adequate which has led to poor academic performance among students. This implies that the Schools with inadequacy of instructional materials and instructors are likely to perform low whereas schools with adequate instructional materials and instructors are likely to perform high.

The second objective was to examine how well the available instructional materials are utilized. Generally, the study revealed that there is low

utilization of the available instructional materials in schools. Hence, the low academic performance of students in Egor local Government Area of Edo State.

The third objective was to ascertain the effect of instructional materials on the academic performance of the learners. Summarily, the instructional materials were found to be ineffective in enhancing students' academic performance in Egor local Government Area of Edo State. The findings show that schools are faced with different problems to include among others; Lack of school library, lack of books and lack of reliable internet connection. This implies that many schools perform low. In order to raise academic performance in these schools, teachers need to be creative in preparing relevant instructional materials and be dedicated to improvisation. However, in a situation where there is no even a single book, a teacher should buy some working tools including books otherwise she/he will be abusing theprofession. Another strategy that is used is improvisation, in which few teachers develop and use instructional materials such as posters and models.

5.2 CONCLUSION

From the study findings it is apparent that many schools in the study area do not use appropriate instructional materials. They do not have instructional materials that the schools need tobuy, nor do they improvise their own. Although all the teachers agree that instructional materials are important in contributing to students' academic performance, they do not show a need to have thesematerials in their classrooms.

This implies that, although the teachers have the knowledge about the

importance of instructional materials, they are not inclined to develop them. This may have many reasons. One could guess that teachers do not care whether the students perform or not, and this from the management point of view, may emanate from low morale and motivation towards their teaching. Another explanation may be, poor supervision from their heads of schools. Normally, heads of schools are supposed to be instructional supervisors, to ensure that instructions are going on and students are provided with quality education coupled with quality instructional resources. Lack of supervision may be the reason for the situation found by this study.

5.3 RECOMMENDATIONS

Based on the findings from this study the following are the recommendations;

- The government should strive and set aside a reasonable amount of education budget which will be directed to improve and construct libraries in schools like what it did to promote laboratories in schools.

- The heads of schools should rise their voice to be heard by parents as well as the government on the importance of improving and promoting good instructional materials in community schools and that success or failure of a student will not only depend on the content that the students receive in class as well as access to materials for further review by his or her own.

- The parents should not sit down and wait for the government to effect on the availability of libraries and other valid learning materials and facilities in schools.

- The parents should consider the problems of lacking facilities as a challenge that needs to beredressed by them. So the study urges parents to effectively participate physically and financially where possible for the development of the schools.

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APPENDIX 1

RESEARCH QUESTIONNAIRE

Teachers' Instructional Material Assessment Questionnaire (TIMAQ)

Dear Sir/Ma,

I am a student of the above-named institution and conducting a research on The Impact of Instructional Materials on the Academic Performance of Students in Egor Local Government Area of Edo State.

You have been selected to participate in the survey. The exercise is purely academic and a requirement in partial fulfillment for the award of Bachelor degree in education.

Please read all the questions carefully and be as sincere as possible in your response. All information supplied shall be treated as strictly confidential. Thanks for your understanding and assistance.

IKHAYERE O. FAITH

Researcher

Section A

Name of School: _____

Sex of the Teacher: Female [ ] Male [ ]

Age of the Teacher: 25 - 30 [ ] 31 - 40 [ ] 41 - 50 [ ]

51 and above [ ] Years of Experience: 1-2yrs [ ] 3-

5yrs [ ] 6-10yrs [ ] 11 and above [ ]

Employment status: Full time [ ] Part-time [ ]

Marital status: Married [ ] Single [ ]

Teacher's Qualification: NCE [ ] HND [ ] B.A/B. Sc [ ] B.ED [ ] Masters [ ]

Section B

Please use the keys provided to answer the following questions.

Research Question 1: To what extent are instructional materials available and adequate in theschools?

S/N	**Instructional Material**	**Responses**			
		Not at all	Just a little	To a certain extent	To a great extent
1	Textbooks				

2	Stationary Materials				
3	Teaching Aids				
4	Scientific Recording Books And Laboratory Manuals				
5	Audio-visual Media				
6	Reference Books				
7	Teacher guides and manuals				

Research Question 2: How well are the available instructional materials utilized?

S/N	Instructional Material	Responses

	Not at all	Just a little	To a certain extent	To a great extent

1	Textbooks				
2	Stationary Materials				
3	Teaching Aids				
4	Scientific Recording Books And Laboratory Manuals				
5	Audio-visual Media				
6	Reference Books				
7	Teacher guides and manuals				

Research Question 3: What is the effect of the instructional materials on the academic performanceof the learners?

S/N	Instructional Material	Responses			
		Not at all	Just a little	To a certain extent	To a great extent
1	Textbooks				
2	Stationary Materials				
3	Teaching Aids				
4	Scientific Recording Books And Laboratory Manuals				
5	Audio-visual Media				
6	Reference Books				
7	Teacher guides and				

	manuals				

RESEARCH QUESTIONNAIRE

Students' instructional materials assessment questionnaire (SIMAQ)

Dear Student,

I am a student of the above-named institution and conducting a research on The Impact of Instructional Material on Academic Performance of Students in Egor Local Government Area of Edo State.

You have been selected to participate in the survey. The exercise is purely academic and arequirement in partial fulfillment for the award of Bachelor degree in education.

Please read all the questions carefully and be as sincere as possible in your response. All informationsupplied shall be treated as strictly confidential.

Thanks for your understanding

and assistance.

IKHAYERE O. FAITH

Researcher

Section A

Name of School: _____

Sex of the Student: Female [ ] Male [ ]

Age of the students: 10-15 [ ] 16-20 [ ] 21-25 [ ]

Class of the students: S.S.S 1 [ ] S.S.S 2 [ ]

Section B

Please use the keys provided to answer the following questions.

Research Question 1: To what extent are instructional materials available and adequate in theschools?

S/N	Instructional Material	Responses			
		Not at all	Just a little	To a certain extent	To a great extent
1	Textbooks				
2	Stationary Materials				

3	Teaching Aids				
4	Scientific RecordingBooks And Laboratory Manuals				
5	Audio-visual Media				
6	Reference Books				
7	Teacher guides andmanuals				

Research Question 2: How well are the available instructional materials utilized?

S/N	**Instructional Material**	**Responses**

		Not at all	Just a little	To a certain extent	To a great extent
1	Textbooks				
2	Stationary Materials				
3	Teaching Aids				
4	Scientific RecordingBooks And Laboratory Manuals				
5	Audio-visual Media				
6	Reference Books				
7	Teacher guides andmanuals				

Research Question 3: What is the effect of the instructional

materials on the academic performanceof the learners?

S/N	Instructional Material	Responses			
		Not at all	**Just a little**	**To a certain extent**	**To a great extent**
1	Textbooks				
2	Stationary Materials				
3	Teaching Aids				
4	Scientific Recording Books And Laboratory Manuals				
5	Audio-visual				

	Media				
6	Reference Books				
7	Teacher guides and manuals				

APPENDIX 2

DEMOGRAPHIC DATA ANALYSIS

(Section A)

Distribution of Participants (teachers) according to Sex (gender), Year of experience, Employmentstatus, Age distribution and Teachers qualification.

Table 4: Gender (Sex) Distribution of the Participants (teachers)

Variab	Frequen	Percentage

les	cy (F)	(%)
Male	10	47.6%
Female	11	52.4%
Total	**21**	**100%**

Source: Field Survey, 2020

Table 4 above shows that out of 21 staffs to whom the questionnaires were administered, 10 participants representing 47.6% were male while 11 representing 52.4% were female. This indicates that majority of the participant in our survey were female.

Table 5: Participants (teachers) Age Distribution

Variables	Frequency (F)	Percentage (%)
25-30 years	7	33.3%
31-40 years	5	23.8%

41-50 years	6	28.6%
51 years and above	3	14.3%
Total	**21**	**100%**

Source: Field Survey, 2020

Table 5 shows the age distribution of the participants (teachers). 33.3% represent participants whoseage bracket is within the range of 25-30years, 23.8% represents participants between the age of 31- 40years, 28.6% between 41-50years, while 14.3% of the participants were the age bracket of 51yearsand above.

Table 6: Teaching Experience of the Participants

Variables	**Frequency (F)**	**Percentage (%)**
1-2 years	5	23.8%
3-5 years	6	28.6%
6-10 years	2	9.5%
11 years and	8	38.1%

above		
Total	**21**	**100%**

Source: Field Survey, 2020

From table 6, 5 participants representing 23.8% had 1-2years work experience, 6 participants representing 28.6% are within the range of 3-5 years, 2 participants had 6-10years working experience representing 9.5%, 38.1% of the participants are within the range 11years and above of working experience.

Table 7: Employment Status of the Participants (teachers)

Variables	Frequency (F)	Percentage (%)
Full-time	16	76.2%
Part-time	5	23.8%
Total	**21**	**100%**

Source: Field Survey, 2020

Table 7 above shows the employment status of the participants, 16 participants representing 76.2% were full-time workers while 5 participants representing 23.8% were part-time workers. The table shows that majority of the participants were full-time worker and this is important to our studies.

Table 8: Marital Status of the Participants (teachers)

Variables	Frequency (F)	Percentage (%)
Married	14	66.7%
Single	7	33.3%
Total	**21**	**100%**

Source: Field Survey, 2020

Table 8 above shows the marital status of the participants, 14 participants representing 66.7% are married while 7 participants representing 33.3% are single. The table shows that majority of the participants were full-time worker and this is important to our studies.

Table 9: Formal Educational Qualification of the Participants (teachers)

Variables	Frequency	Percentage
	(F)	**(%)**
NCE	0	0%
HND	3	14.3%
B.A/B.Sc.	8	38.1%
B. ED	8	38.1%
Masters	2	9.5%
Total	**21**	**100%**

Source: Field Survey, 2020

Table 9 shows that none of the participants were NCE holders, 3 participants representing 14.3% were HND holders. 38.1% were B. A/B.Sc. holders, also 8 participants representing 38.1% were B. ED holder and 9.5% had Master's Degree.

(Section B)

Table 10: Gender (Sex) Distribution of the Participants (students)

Variables	**Frequency (F)**	**Percentage (%)**
Male	55	47%
Female	62	53%
Total	**117**	**100%**

Source: Field Survey, 2020

Table 10 above shows that out of 117 students to whom the questionnaires were administered, 55 participants representing 47% were male while 62 representing 53% were female. This indicates that majority of the participant in our survey were female.

Table 11: Participants (students) Age Distribution

Variables	Frequency (F)	Percentage (%)
10-15 years	87	74.3%
16-20 years	23	19.7%
21-25 years	7	6%
Total	**117**	**100%**

Source: Field Survey, 2020

Table 11 shows the age distribution of the participants (students). 74.3% represent participants whose age bracket is within the range of 10-15years, 19.7% represents participants between the ageof 16-20years while 6% of the participants were the age bracket of 21-25years.

Reliability Statistics

Table 12: Marital Status of the Participants (teachers)

Variables	Frequency (F)	Percentage (%)
S.S.S 1	69	59%
S.S.S 2	48	41%
Total	**117**	**100%**

Source: Field Survey, 2020

Table 12 above shows the class of the participants, 69 participants representing 59% are in S.S.S.1 while 48 participants representing 41% are in S.S.S.2. The table shows that majority of the participants are in S.S.S.2

TEST OF RELIABILITY

Table 13

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on	Number of Items

	Standardized Items	
.492	.517	20