

**THE INFLUENCE OF INSTRUCTIONAL MATERIALS ON STUDENTS'
ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE IN JUNIOR
SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA, EDO
STATE**

BY

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

SEPTEMBER, 2023

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS, FACULTY OF EDUCATION, IN PARTIAL
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BACHELOR OF ARTS (B.A. Ed.) ENGLISH AND LITERATURE, IN THE
UNIVERSITY OF BENIN, BENIN CITY**

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CERTIFICATION

We, the undersigned, certify that this research work was carried out by **Iboloke Ruth EDU** with Matriculation Number **EDU1803334** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This project work is dedicated to God Almighty for His grace throughout the course of my study in this great citadel of learning.

ACKNOWLEDGEMENTS

The researcher is entirely grateful to God Almighty for His grace and abundant mercies, and also the opportunity of living to see the successful end of her academic programme.

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ABSTRACT

The study investigates “the influence of instructional materials on the academic performance of junior secondary school students in Oredo Local Government Area of Edo State”.

Four (4) research questions were raised to guide the study. The respondents comprised of students who were one hundred (100) in number. Also, the descriptive survey research design was adopted for the study. In organizing and presenting collected data, tables and percentages were used. The study was motivated by the necessity to establish the essence at which instructional materials affects the academic performance of students. To solve the research problem, various methodology was used such as population of the study and sample and sampling techniques. The research instrument used in collecting data were questionnaires. The questionnaires were divided into two sections, Section A and B. Section A was designed to generate personal information of the respondents, while Section B comprised of items on the topic under investigation. The instrument was reviewed and validated by the project supervisor and other experts in the Faculty of Education, University of Benin, Benin City.

The findings of the study revealed that instructional material are not available in schools for teaching English Language. Such materials like computers and projectors. It was also found that though teachers are experienced in teaching English Language in schools, some of them only come to class with either a textbook or a lesson note. Findings of the study also revealed the non-adequacy of the materials available in schools for teaching English Language.

Based on the findings, the following were recommended; that government should organize seminars and workshops for training and retraining teachers on the effective use of instructional materials for teaching. Also, it was recommended that schools should ensure they make available and adequate instructional materials for teaching and learning English Language in junior secondary schools. Lastly, it was recommended that teachers should develop a positive attitude towards the usage and improvisation of instructional materials for teaching.

CHAPTER ONE

INTRODUCTION

Background to the study

This research work focuses on the influence of instructional materials on students' academic performance in English Language. First and foremost, instructional material can be viewed as materials which adds beauty to teaching or materials that complements teaching. It is the material and equipment, specimen and objects that make teaching and learning more effective. Instructional material are materials that makes the lesson more practical oriented. The use of instructional material makes teaching and learning process more interesting and easier. It can be used at the beginning of the lesson to arouse the students' interest toward some expected goals.

Furthermore, Instructional material can also be regarded as the sequential arrangement of materials and equipment for a specific learning environment which is targeted towards bringing about available learning/teaching outcome in the recipient. It is viewed that Instructional materials in teaching and learning of English Language provides opportunity for effective learning by students and it also increase their chances of building insight in their culture.

In addition, instructional materials help the teacher to cover the syllabus on time and also help in reducing the challenges encountered in the teaching and

learning process. Working with instructional materials involves planning the content to link directly with definite scopes and sequence of the lesson. It includes motivating students and the use of lesson presentation strategies for optimum teaching and learning benefits. These Instructional materials are divided into three as follows: Visual materials, Audio materials, and Audio Visual materials.

Visual materials as the name implies could be referred to as the type of Instructional materials that are seen practically. These materials ease teaching and learning in schools and colleges. Visual materials are materials that convey information through the sense of sight. They can therefore be seen and touched. They include, charts, photographs, pictures, posters, maps, specimen, diagram, coins, ball, black board etc.

Audio materials are materials that can be seen but not felt. These are teaching materials that convey information through the sense of hearing. They are called auditory materials because of their sound characteristics.

These materials includes the radio, record, players, Gramophone, drums, whistles, audio tape etc. Also, audio-visual materials are those materials that combine both auditory and visual characteristics to convey information. They communicate through the ear and eye (sense of hearing and sight). Some audio-visual materials can also be referred to as multi-media devices. Example of these kinds of aid includes films (with sound), television, sound projector etc.

In addition to these technological advances has also come along way to include video cassettes of some topic in subjects taught in schools were recorded and can be replayed for the students.

Talking about instructional materials, there is the need to know how these materials will impact learners, it is in knowing this that one actually knows how best to measure their performance academically. Learner analysis identifies those characteristics of the learner that will influence the selection of instructional materials and activities. Some of these characteristics are the result of development of personality, motivation, and adaptation to the environment, among others. Most of these characteristics are neither good nor bad and some learners will possess a given characteristic to a high degree, some to a moderate degree and some not at all.

Physiological characteristics that affect learning include obvious aspects like blindness, deafness, inability to use arms or legs. Also, another characteristics that affect learning are preference for working in well-lighted vs dimly lighted environments, preference for learning at certain time of the day, need for mobility, and amount of sound in the environment, among others. Learners are motivated by a variety of things – whether they like to work in groups or alone, whether they prefer spelled-out instructions or prefer unstructured tasks.

Many student learning style instruments exist. Some examples of the dimensions considered by these instruments include:

- Audio linguistic (learner prefers to learn through the spoken word)
- Visual linguistic (learner prefers to see words in order to learn)
- Auditory numerical (learner learns easily from hearing numbers and oral explanations)
- Visual numerical (learner prefers to see numbers in order to learn)
- Audio-visual-kinesthetic combination (learner likes a combination of the three basic modalities)
- Individual Learner (learner prefers to work alone)
- Group learner (learner likes learning with others)
- Oral expressive (learner prefers to share knowledge by telling others)
- Written expressive (learner prefers to share knowledge by writing)

Generally, it is recommended that educators attempt to individualize instruction on the basis of learner characteristics and directed to a learner's strengths, although learners should also be encouraged to strengthen areas of secondary preference.

Instructional Material Design: This is the practice of creating instructional tools and content to help promote learning more effectively. The process consists

broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some innovation to assist the process. Ideally, it is informed by pedagogically tested theories of learning and may take place in student-only, teacher-led or community-based settings. The outcome of this instruction may be directly observed and scientifically measured or completely hidden and assumed.

In essence, this research endeavor goes beyond just instructional material design and measure of learner's characteristics as defined above, it goes an extra mile to knowing to what extent instructional materials have impacted students' academic performance in English Language as a subject in Junior Secondary Schools in Oredo Local Government Area, Edo State.

Statement of the Problem

The issue of instructional materials as the key guiding tools for effective teaching and learning in secondary schools is of paramount interest to all educational stakeholders in Oredo Local Government Area of Edo State. However, the non-existence of such instructional materials in these schools poses a huge challenge to the teaching and learning process.

Another problem emanating from this ugly situation is the poor performance of students in both internal and external examinations. From previous researchers carried out on this subject, it seems that majority of students failed below

expectation due to the lack of instructional materials in these schools. Also, another problem propagating this trend is the issue of funding. The government seems to turn neglect the education system for those they feel are concerned, leaving it to neglect and rejection. This alone has posed a very poor outcome in the teaching and learning process.

It is upon these above-mentioned points the study make attempts to examine the influence of instructional materials on the academic performance of junior secondary school students in Oredo Local Government Area of Edo State.

Research Questions

The following questions were raised to guide the study:

- What are the instructional materials available in Junior Secondary Schools in Oredo Local Government Area of Edo State?
- Are the instructional materials adequate in Junior Secondary Schools in Oredo Local Government Area of Edo State?
- Are there enough qualified teachers for teaching English Language in Junior Secondary Schools in Oredo Local Government Area of Edo State
- Do teachers make use of instructional materials for teaching English Language in Junior Secondary Schools in Oredo Local Government Area of Edo State?

Purpose of the Study

The purpose of this study is to determine the influence of instructional materials on the academic performance of Junior Secondary School students in Oredo Local Government Area of Edo State. Specifically, the study intend:

- To find out the instructional materials available in Junior Secondary Schools in Oredo Local Government Area of Edo State.
- To find out if the instructional materials are adequate in Junior Secondary Schools in Oredo Local Government Area of Edo State.
- To determine if there are qualified teachers for teaching English Language in Junior Secondary Schools in Oredo Local Government Area of Edo State.
- To determine if teachers' make use of instructional materials for teaching English Language in Junior Secondary Schools in Oredo Local Government Area of Edo State.

Significance of the Study

The need for this study was as a result of the poor performance of students associated with lack of standard instructional materials and inadequate use of available instructional materials in the effective teaching and learning of English Language in Oredo Local Government Area. At the end of this study, the findings would be useful in the following areas;

Instructional materials would ensure that teachers provide students with meaningful source of information that will enable them to solve problems and understanding concept.

The use of instructional materials will helps in clarifying ideas and providing members of the same class equal opportunity to benefit from the teaching/ learning process. It will also help to awaken the interest of the students and their desire wanting to learn more.

It will also make teaching and learning more immediate and effective as it will bridge the gap between the world outside and the world inside the classroom environment.

Instructional materials will also offer opportunities for learners to develop their ability and skills, supply concrete basis for conceptual thinking and also promote the acquisition and longer retention of knowledge.

Scope and Delimitation of the Study

The study mainly focused on the influence of instructional materials on the academic performance of Junior Secondary School students in Oredo Local Government Area of Edo State.

This study will be delimited to some selected Public Junior Secondary Schools in Oredo Local Government Area of Edo state.

Definition of Terms

Influence: The act or power of producing an effect without apparent exertion of force or direct exercise of command.

Academic Performance: The measurement of students' achievement across various academic subjects.

Instructional Materials: The human and non-human materials and facilities that can be used to ease, encourage, improve and promote teaching and learning activities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, review of related literature is carried out under the following subheadings:

- Theoretical Framework
- The Extent to which Instructional Materials Affect Students' Performance
- Challenges that Teachers Face in Accessing Instructional Materials
- Strategies to Minimize the Challenges of Attaining and Using Quality Instructional Materials
- Knowledge Gap
- Summary of Reviewed Literature

Theoretical Framework

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 on solving new problems by analyzing the situation and formulating a plan (Gagné et al. 2015). 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 Gagné’s 9 ideas have broad implications for secondary teachers in junior secondary schools in Rombo district. 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 students' 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.

Socio-cultural Theory of Teaching, Learning, and Development

Sociocultural 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, human mind develop 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.

The Extent to which Instructional Materials Affect Student Performance

In his study Adeogun (2011) 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 (2011) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available.

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

A study by Chonjo (1994) on the physical facilities and teaching learning materials in Public schools in Nigeria supports the above views. Chonjo interviewed teachers and students on the role of instructional materials on effective learning. From his study he learned that performance could be attributed to adequate teaching and learning materials and equipment that are in a school. He recommended that in order to provide quality education the availability of sufficient quality facilities is very important. Chonjo's study was one of its kinds in Nigeria which directly linked the role of physical facilities with students' academic performance in primary schools.

However, Chonjo focused only on physical facilities, leaving out instructional materials. To me, physical facilities such as buildings including classrooms, chairs and desks are not enough to provide quality teaching and learning. Instructional

materials are also necessary. The study done by Maundu (1987) agrees with my ideas that, in order for a school to have a good performance it must be well equipped with relevant and adequate text books and other teaching and learning resources.

Challenges that Teachers Face in Accessing Instructional Materials

Teachers in Public schools most especially in rural junior schools face some challenges in accessing instructional materials. One of the big challenges that teachers in junior secondary schools face in accessing instructional materials is meagre funds provided by the government to Public secondary schools for purchasing instructional materials. Public schools depend to the large extent on the government for funding. Very little support is received from local government and communities around the schools most especially in rural areas 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 teaching and learning material are found at school level. In particular, the capitation grant is meant to finance the purchase of textbooks and other teaching and learning materials as well as to fund repairs, administration materials, and examination expenses (Uwazi, 2010).

However, while the number of students who are enrolled in schools has been increasing each year, education capitation grant has been dropping. Even without

adjusting for inflation, the actual amount of money reaching schools for capitation grants is clearly much less today compared to what it was between 2002 and 2003. According to the Education Public Expenditure Tracking Survey of 2004, in the period 2002-2003 schools received an average of 5,400 shillings per pupil. In 2007/08 however, the money actually reaching the schools had declined to 4,189 shillings per pupil (URT, 2010). This amount of money is grossly insufficient to purchase a minimum set of textbooks apart from other instructional materials which are highly needed by the teachers. According to Onche (2014), 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 rural schools as the back bench of implication of these policies.

Another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most Public 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's and the other facilities. In most of the rural 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 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. According to Galabawa (1993), there are few types of councils in Nigeria, which can manage to collect government grants. Many local authorities however have found themselves 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. Parents who are involved in cash crops economy have economic ability to finance education compared to parents who are not involved in cash crop economy. For example pastoral communities in the Northern Nigeria have displayed poor financing strand for their children's education. Teachers who work in such areas have more challenges in accessing instructional materials.

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 junior 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 rural schools as the back bench of implication of these policies.

Strategies to Minimize the Challenges of Attaining and using Quality *Instructional Materials in Secondary Schools*

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 (2016) 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 (2015), Udosen (2011) and Ibe-Basse (2012) some creation of improvised media of low technological materials and resource-centered 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 (2017) 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 (2014), 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 instructional content 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 (2012), 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.

1. Knowledge Gap

Most studies that look into the students performance, do not attach it with inadequacy or lack of instructional materials. Although studies in Nigeria (see for

example those of Sumra and Rajani, 2016; Hakielimu, 2017; Makombe et al, 2010) 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

2. 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.

Summary of Reviewed Literature

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 Socio-cultural theory of teaching, 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 junior

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

METHODOLOGY

In this chapter, the methods and procedures used in carrying out the study is presented below:

- Research Design
- Population of the Study

- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study was the survey research design. It is an explanatory method of the research that was adopted through which questionnaires, interviews and focus group discussions were used to answer the research questions of the study. As the main focus of the study is “Influence of Instructional Materials in Students’ Academic Performance”, the research questions was answered through the aforementioned data-gathering tools and the causal relation is shown.

Population of the study

The target population for this study was comprised of all students in all junior secondary schools in Oredo Local Government Area of Edo State.

Sample and Sampling Technique

However, the sample size of this study was restricted to one hundred (100) students who were randomly selected from five (5) junior secondary schools in Oredo Local Government Area.

The sampled population was selected using the simple random sampling technique.

Research Instrument

The researcher made use of a questionnaire as the instrument to elicit information from respondents on influence of instructional materials on the academic performance of junior secondary school students in Oredo Local Government Area of Edo State.

The questionnaire was divided into two sections; Section A and Section B. Section A was meant to elicit personal information from respondents, while Section B was designed to obtain information from respondents on items derived from the research questions. The questionnaire was designed using a four-point response scale; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Validity of the Instrument

The questionnaire was drawn under the supervision of the project supervisor and other two experts who through proper assessment ensured necessary

corrections were done to the questionnaire before it was considered valid and appropriate for the study and administration to the samples.

Reliability of the Instrument

The reliability of the instrument was carried out using the test re-test reliability. The researcher administered the questionnaires to the respondents in their respective areas a period of two times at different intervals. After administration, the instrument was collated and analyzed to determine the reliability of the instrument for the study proper. A reliability coefficient of 0.61 was gotten which determined the reliability and consistency of the instrument in measuring the constructs it was intended to measure.

Method of Data Collection

The questionnaire was administered to students in schools. The researcher before administering the questionnaire explained to them how to fill it appropriately. After it was administered, it was retrieved from them immediately.

Method of Data Analysis

The data that was gotten from the study were collated and analyzed eventually. Results gotten from the field was displayed on tables using frequency count and percentages.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents data and discussed result on the influence of instructional materials on the academic performance of junior secondary school students in Oredo Local Government Area of Edo State. The sample size used for this study is

a total number of one hundred (100) students who answered the research questions.

The data presented are hereby presented on tables below;

SECTION A: Demographic Information of Respondents

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	51	51%
Female	49	49%
Total	100	100%

Source: Researcher's Field Work (2023)

Table 1 above shows that 51% of the respondents were males, while 49% were females from the senior secondary schools in Oredo Local Government Area of Edo State used for this study.

Table 2: Age Distribution of Respondents

Age	Frequency	Percentage (%)
10 – 12 years	25	25%
13 – 15 years	41	41%
16 – 18 years	34	34%

Source: Researcher's Field Work (2023)

Table 2 shows the age distribution of respondents. From the analysis shown above, it revealed that 25% of the respondents are between ages 10 – 12 years, while 41% of the respondents sampled are between ages 13 – 15 years. Lastly, from the table, it reveals that 34% of the respondents were between 16 – 18 years of age.

Table 3: Class Distribution of Respondents

Class	Frequency	Percentage (%)
JSS 1	47	47%
JSS 2	33	33%
JSS 3	20	20%
Total	100	100%

Source: Researcher's Field Work (2023)

From table 3, it reveals that 47% of the respondents are in JSS 1, it was also revealed that 33% of the respondents are in JSS 2. Lastly, 20% of the respondents were in JSS 3.

SECTION B: Response to the Research Questions

Table 4: Availability of Instructional Materials in Junior Secondary Schools

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
1.	There are visual aids in my school such as charts, diagrams, maps to aid visual learning.	38	26	19	17

2.	We have computers with educational softwares and online interactive platforms for learning.	21	24	32	23
3.	We have projectors and interactive whiteboards for learning.	28	18	22	32
4.	We have real life objects stored in the laboratory for some practical subject lessons.	19	21	37	23
5.	Textbooks and workbooks are instructional materials readily available in my school.	27	25	23	25

Source: Researcher's Field Work (2023)

Table 4 presents data with regards to the availability of instructional materials for teaching English in Junior Secondary Schools in Oredo Local Government Area of Edo State. From the table, it is revealed that a good number of schools have visual materials like charts, diagram and maps for teaching English Language. Also, it was found that majority of schools does not have computers with educational softwares and online interactive platforms for learning. Also, the findings revealed that there are no projectors and interactive whiteboards for learning English Language in schools. In addition, junior secondary schools in Oredo Local Government Area barely have real life objects stored in the laboratory for practical lessons. This was revealed in the responses gathered. Lastly, respondents agreed that textbooks and workbooks are the only instructional materials readily available in the school for teaching and learning, especially in

English Language. This calls for proper addressing by authorities and educational stakeholders in making available instructional resources where they are lacking.

Table 5: Adequacy of Instructional Materials in Junior Secondary Schools

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
6.	We have enough charts, maps and diagrams adequate for teaching subjects.	21	24	33	22
7.	We have enough computers for teaching subjects in my school.	18	19	37	26
8.	We have real life objects in the school's laboratory enough to cater for all subjects taught.	15	20	41	24
9.	We have enough textbooks and materials for learning in my school.	28	19	26	27
10.	None of the materials for teaching and learning in my school is adequate.	45	27	15	13

Source: Researcher's Field Work (2023)

Table 5 shows instructional materials adequacy for teaching and learning in junior secondary schools in Oredo Local Government Area of Edo State. From the study, respondents didn't agree to having enough charts, maps and diagrams for teaching subjects, especially English Language. Also, an overwhelming population of respondents disagreed to having enough computers for teaching subjects in schools. In the same vein, they also disagreed to having enough objects and materials in the school laboratory to cater for subjects. Also, they also disagreed to having enough textbooks and materials for learning in the schools. The responses gotten from respondents are not satisfactory enough. Majority of schools don't have enough instructional materials for learning in schools. There is still the need

for educational stakeholders and other authorities to not only make available these resources, but also endeavor to make it enough in quantity and quality.

Table 6: Qualification of Teachers for Teaching English Language in Junior Secondary Schools

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
11.	I don't know if my teacher is qualified or not for teaching English Language.	31	28	22	19
12.	My teacher has a vast knowledge of English Language topics.	39	28	18	15
13.	I understand concepts in English Language whenever my teacher is teaching in the classroom.	30	19	21	30
14.	I have a feeling some of my teachers are not qualified to teach because of my poor academic performance.	16	18	31	35
15.	I once felt my English teacher was a Professor because of the way he teaches the subject.	25	34	27	14

Source: Researcher's Field Work (2023)

Table 6 revealed teachers' qualification for teaching English Language in junior secondary schools in Oredo Local Government Area of Edo State. From the findings gathered in the field, it is revealed that a good number of teachers have a vast knowledge of English Language topics. Respondents also replied that they understand concepts in English language whenever their teacher is teaching in the classroom. This tells the improvements in schools towards employing qualified and experienced teachers in teaching subjects, especially English Language which is one of the requirements for graduation.

Table 7: Teachers’ Use of Instructional Materials for Teaching English Language in Junior Secondary Schools

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)
16.	My teacher only comes to the classroom with English Language textbook.	31	32	19	18
17.	My English teacher sometimes comes to the class with charts and diagrams to teach the subject.	35	41	12	12
18.	My English teacher teaches English Language with computers.	10	16	39	35
19.	My English teacher does not come to the classroom with any materials for teaching, except a lesson note.	28	24	19	29
20.	We do not have a regular English teacher for teaching.	22	17	29	32

Source: Researcher’s Field Work (2023)

Table 7 reveals teachers’ use of instructional materials for teaching English Language in junior secondary schools in Oredo Local Government Area of Edo State. From the table, it is revealed that a good number of teachers come to the classroom to teach with just English Language textbook. It was also found from the research that English Language teachers sometimes come to the class with charts and diagrams to teach English Language. But unfortunately, they do not teach English Language with computers. This was found on item 18 of the research questionnaire. Also, some teachers come to teach English Language with just a lesson note. This is a good reason why schools and government should look into this study and make available and adequate instructional materials for teaching

English Language in secondary schools as well as other educational institutions of learning.

Discussion of Findings

The study focused on the influence of instructional materials on the academic performance of junior secondary school students in Oredo Local Government Area of Edo State. A total of one hundred (100) respondents were sampled in total. From the analysis of results obtained from the schools sampled, the following results are hereby presented;

The findings of the study revealed that in the schools visited, computers and charts and other teaching materials were never used as teaching materials in the classroom by the respondents. Also, it was also found that in the schools visited, chalkboard was very frequently use as teaching material in the classroom and interactive whiteboards were not used at all. This finding is in line with the study of Gbenedio (1996), who noted that the problem of lack of teaching aids is a big handicap in the teaching and learning of English language in the school system. This finding does not agree with Omogbai (2000), who reported that instructional television has become very popular in school and colleges. Gibson (2001), writes that in the United States of America 71% of the colleges and universities make use of television. 61% of these, use the television for instruction while 41% of the instructional television is devoted to off campus college work. Nigerian schools

should take a cue from this and ensure they make available instructional materials for teaching and learning and also ensure they are adequate.

The study also made emphasis on the adequacy of qualified and experienced teachers for teaching English Language in junior secondary schools in Oredo Local Government Area of Edo State. Rivkin (2000), reported that there is a small but significant relationship between student achievement and teachers experience. Teachers experience is connected in one way to the academic performance of students, not only in English Language, but others subjects. It is what a teacher knows that influences the knowledge passed on to the students. It is therefore commendable that respondents agreed that teachers employed in their schools are qualified for teaching. They should endeavor to attend workshop/seminar so as to increase their efficiency in teaching English Language. Guskey (2003) posits that the goal of teacher in-service training is important in improving student learning outcomes. Therefore, there is the need for teachers to ensure they constantly attend educational seminars, conferences and other programmes to build upon their experiences.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study was carried out to investigate the influence of instructional materials on the academic performance of junior secondary school students in Oredo Local Government Area of Edo State. In order to achieve the objectives of this study, four (4) research questions were raised;

1. What are the instructional materials available in Junior Secondary Schools in Oredo Local Government Area of Edo State?
2. Are the instructional materials adequate in Junior Secondary Schools in Oredo Local Government Area of Edo State?
3. Are there enough qualified teachers for teaching English Language in Junior Secondary Schools in Oredo Local Government Area of Edo State?
4. Do teachers make use of instructional materials for teaching English Language in Junior Secondary Schools in Oredo Local Government Area of Edo State?

A total population for the study were a hundred (100) respondents from five (5) schools selected which were drawn using the simple random sampling technique. The descriptive survey research design was also adopted for the study. In addition, the test retest reliability was adopted in the distribution of questionnaires to

respondents and the Cronbach's Alpha reliability statistics was used in deriving the reliability coefficient of the study.

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 to buy, nor do they improvise their own. Although all the students agree that instructional materials are important in contributing to students' academic performance, but the schools do not show the zeal in making these materials available 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.

Also, a good number of schools lack adequate teaching and learning materials for English Language learning. Though teachers were applauded for their experience in teaching which is as a result of what they teach, but the lack of teaching materials is an impediment which will on the long-run reduce their efficiency. Therefore, it is worthy of note to stat that schools should ensure provision of instructional materials and ensure its adequacy.

Recommendations

In line with the findings of this study the following recommendations are provided;

1. Government should organize seminars/workshops for the retraining of teachers on the effective use of instructional materials in Oredo Local Government Area.
2. Schools should ensure they make available and adequate instructional materials for teaching and learning English Language in junior secondary schools.
3. Teachers should develop a positive attitude towards the usage and improvisation of instructional materials.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY

**QUESTIONNAIRE ON THE INFLUENCE OF INSTRUCTIONAL MATERIALS
ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL
STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

Dear respondent,

The researcher is a student of the above-named Department, Faculty and University. The questionnaire is designed to investigate **“the influence of Instructional Materials on the Academic Performance of Junior Secondary School Students in Oredo Local Government Area of Edo State”**. You are requested to kindly complete the questionnaire as sincerely and objectively as possible. Your response will be treated with utmost confidentiality.

IBOLOKE RUTH EDU

Student Researcher

SECTION A: PERSONAL DATA

INSTRUCTION: Please tick (✓) the answer that best describes your response.

- 1. **School:** _____
- 2. **Gender:** Male () Female ()
- 3. **Age:** 10 – 12 years () 13 – 15 years () 16 – 18 years ()
- 4. **Class:** JSS 1 () JSS 2 () JSS 3 ()

SECTION B: RESEARCH QUESTIONS

INSTRUCTION: Please kindly tick (✓) the answer that best describes your response

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	<i>What are the instructional materials available in Junior Secondary Schools in Oredo Local Government Area of Edo State?</i>				
1.	There are visual aids in my school such as charts, diagrams, maps to aid visual learning.				
2.	We have computers with educational softwares and online interactive platforms for learning.				
3.	We have projectors and interactive whiteboards for learning.				
4.	We have real life objects stored in the laboratory for some practical subject lessons.				
5.	Textbooks and workbooks are instructional materials readily available in my school.				

	<i>Are the instructional materials adequate in Junior Secondary Schools in Oredo Local Government Area of Edo State?</i>				
6.	We have enough charts, maps and diagrams adequate for teaching subjects.				
7.	We have enough computers for teaching subjects in my school.				
8.	We have real life objects in the school's laboratory enough to cater for all subjects taught.				
9.	We have enough textbooks and materials for learning in my school.				
10.	None of the materials for teaching and learning in my school is adequate.				
	<i>Are there enough qualified teachers for teaching English Language in Junior Secondary Schools in Oredo Local Government Area of Edo State?</i>				
11.	I don't know if my teacher is qualified or not for teaching English Language.				
12.	My teacher has a vast knowledge of English Language topics.				
13.	I understand concepts in English Language whenever my teacher is teaching in the classroom.				
14.	I have a feeling some of my teachers are not qualified to teach because of my poor academic performance.				
15.	I once felt my English teacher was a Professor because of the way he teaches the subject.				
	<i>Do teachers make use of instructional materials for teaching English Language in Junior Secondary Schools in Oredo Local Government Area of Edo State?</i>				
16.	My teacher only comes to the classroom with English Language textbook.				
17.	My English teacher sometimes comes to the class with charts and diagrams to teach the subject.				
18.	My English teacher teaches English Language with computers.				
19.	My English teacher does not come to the classroom with any materials for teaching, except a lesson note,				
20.	We do not have a regular English teacher for teaching.				

