

**INSTRUCTIONAL MATERIAL AND STUDENT ACADEMIC PERFORMANCE  
IN PUBLIC JUNIOR SECONDARY SCHOOL IN EGOR LOCAL  
GOVERNMENT AREA OF EDO STATE**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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## CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by OGBEBOR JONES CHUKWUYEM with Matriculation Number: EDU2001679 the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfilment of the requirements for the award of Bachelor Degree (B.Sc. Ed) Honors in Education Educational management EDM professional.

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## **DEDICATION**

To God alone be all the glory, honor, adoration and praise for bringing me this far.

## ACKNOWLEDGEMENTS

I would like to extend my heartfelt appreciation God Almighty. My appreciation goes to my Project Supervisor, Mrs. Imariagbe, for her professional guidance and motherly role played that made the pursuit of B.Sc degree worthwhile. May God almighty richly bless her for her motherly advice and effort towards the success of this study and research.

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## ABSTRACT

This study was carried out to study the instructional material and student academic performance in public junior secondary school in Egor local government area of Edo state. To therefore achieve the objectives of the study three (3) research questions were raised.

A descriptive survey research design was used for the study. The study population comprises all students of public junior secondary schools in Egor Local Government Area of Edo State. The total number of students in public junior secondary schools in Egor Local Government Area is 12,000 students, based on the statistics provided by the State Universal Basic Education Board (SUBEB). The sample of this study comprised 100 junior secondary school students, selected from 10 secondary schools out of the 12 public junior secondary schools in Egor Local Government Area, Edo State. The instrument used for data collection in this study was the “Instructional Materials and Students’ Academic Performance Questionnaire” (IMSAPQ). The validity of the questionnaire was established by the researcher’s supervisor and two other experts in the Department of Educational Management. The observations, opinions, suggestions, and corrections made by these experts were incorporated into the final version of the instrument, ensuring that it accurately measures the intended constructs. To determine the reliability of the instrument, the test-retest procedure was adopted. Thereafter, their responses on the two occasions was collated and correlated to determine its correlation coefficient using Pearson product movement correlation statistics the instruments yielded a coefficient value of 0.72 which shows that the instrument was reliable.

Based on the findings, it can be concluded that instructional materials significantly enhance the academic performance of students in public junior secondary schools in the Egor Local Government Area of Edo State. While overall academic performance is high, there is a notable gap in English performance in certain schools, which points to an area requiring focused improvement. The use of varied instructional materials, including visual, digital, and audio-visual resources, is linked to improved student engagement, understanding, and retention. However, the discrepancies in performance across schools highlight the need for targeted interventions, particularly in schools where English language performance lags behind. Based on the findings, it is recommended that: Government and Educational Authorities should invest in providing schools with a more consistent supply of instructional materials, including digital and visual resources, to ensure all students have access to high-quality learning tools. Teachers should receive regular professional development opportunities to enhance their proficiency in using instructional materials effectively, with a focus on integrating digital and multimedia tools into their teaching strategies.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

The utilization of instructional materials in educational settings has long been recognized as a pivotal factor in enhancing student learning outcomes. These materials, encompassing textbooks, visual aids, laboratory equipment, and digital resources, serve to concretize abstract concepts, thereby facilitating better comprehension and retention among students. Regarding public junior secondary schools, particularly in place such as Egor Local Government Area of Edo State, the effective deployment of instructional materials could be important for fostering academic excellence.

According to (Owolabi & Olaleye, 2017), instructional materials are defined as all the available materials that appeal to the senses and aid learning. They range from elementary homemade devices to complex machines designed to assist teachers in addressing specific teaching needs and providing solutions. The importance of these materials in the teaching and learning process cannot be overstated, as they enhance the effectiveness of instruction and contribute to improved student performance.

Researchers and educators alike emphasize that the availability and utilization of instructional materials positively correlate with better academic outcomes, including higher grades, improved engagement, and enhanced motivation. However, the degree,

type, and accessibility of instructional materials may vary across different socio-economic and infrastructural contexts, potentially influencing their impact on student performance. The adequate provision of instructional materials significantly contributes to reducing educational disparities and improving academic achievement, particularly in public schools facing resource constraints (Adebayo, 2018; Yusuf & Alabi, 2019).

Despite widespread agreement on the importance of instructional materials, the dynamics of their influence on student performance remain unknown in public Junior secondary schools in Egor LGA. Several factors, including inadequate funding, lack of trained personnel, and limited access to resources, play a significant role in determining how effectively instructional materials are utilized. In many cases, schools with better funding and administrative support are more likely to integrate instructional materials into their curriculum, potentially giving students in these schools a significant advantage. Moreover, the nature of instructional material utilization evolves as students' progress through different academic levels. While early-stage education may rely heavily on visual and physical teaching aids, advanced learning demands shift toward digital resources, practical demonstrations, and independent research.

"Instructional materials are consistently associated with higher levels of academic achievement," emphasizing their critical role in enhancing educational outcomes. Further supporting this view, (Adebayo, 2018) notes that "Effective instructional material utilization can bridge learning gaps and foster student-centered learning experiences."

According to (Yusuf & Alabi, 2019), "Adequate instructional resources enhance student engagement, knowledge retention, and overall academic success." (Owolabi & Olaleye, 2017) argue that "Investment in instructional materials should be prioritized to improve the quality of education, particularly in underprivileged school environments."

Instructional materials are essential tools that support teaching and learning by making abstract concepts more concrete and understandable. They serve to enhance student engagement, improve knowledge retention, and contribute significantly to academic performance. These materials can be broadly categorized into different types based on their format and function in the learning process. Print materials are among the most commonly used instructional resources in schools. These include textbooks, workbooks, reference books, journals, and handouts. Textbooks provide structured content that aligns with the curriculum, allowing students to follow lessons systematically. Workbooks contain exercises that help students practice and reinforce their understanding of subjects. Reference books and journals expose learners to additional information beyond their syllabus, encouraging independent study and critical thinking. The availability of well-structured print materials is crucial for academic success, as they serve as foundational learning resources for both students and teachers.

Visual materials include charts, diagrams, maps, graphs, posters, and flashcards. These instructional aids help simplify complex concepts by presenting information in a graphical format. They enhance memory retention and facilitate a better understanding of

abstract topics, particularly in science, mathematics, and geography. For example, a well-designed diagram can help students grasp biological processes, while graphs enable learners to interpret data effectively. The use of visual materials makes learning more engaging and improves student participation in class discussions.

Audio materials such as recorded lectures, radio programs, audiotapes, and podcasts are beneficial for auditory learners. They play a significant role in language and literature studies by improving listening comprehension and pronunciation skills. Additionally, recorded lessons allow students to review topics at their own pace, reinforcing their understanding. In schools where access to textbooks is limited, audio resources can serve as an alternative means of delivering educational content.

Audio-visual materials combine both sound and visual elements to create a more interactive learning experience. Examples include educational videos, documentaries, television programs, and multimedia presentations. These materials make subjects more engaging by demonstrating real-life applications of theoretical knowledge. For instance, a science documentary can provide students with a clearer understanding of ecosystems, while a historical film can bring past events to life. The integration of audio-visual materials in teaching fosters deeper comprehension and increases student motivation.

Digital and online materials have become increasingly important with the advancement of technology. These include e-books, online courses, educational websites,

interactive learning apps, and virtual simulations. Digital materials provide students with access to a vast pool of information beyond traditional textbooks. Interactive learning apps and virtual simulations offer hands-on experiences, making complex subjects like science and mathematics more engaging. Additionally, online learning platforms allow students to study at their own pace, promoting individualized learning and improved academic performance.

Realia (concrete materials) refer to real-life objects used as teaching aids, such as laboratory equipment, models, specimens, and artifacts. These materials are particularly valuable in subjects like science, geography, and vocational studies. Hands-on experience with real objects helps students develop practical skills and enhances their understanding of theoretical concepts. For example, using laboratory equipment for experiments strengthens scientific inquiry skills, while handling artifacts in history lessons makes learning more experiential and memorable. Instructional materials play a crucial role in enhancing student academic performance. Each type of instructional material serves a unique function in improving comprehension, engagement, and knowledge retention. However, in many public junior secondary schools, the lack of adequate instructional resources poses a significant challenge to effective teaching and learning. Addressing these gaps by providing diverse and high-quality instructional materials can significantly improve educational outcomes, particularly in underprivileged areas like Egor Local Government Area of Edo State.

This study will investigate the various ways instructional materials influence student academic performance, examining the potential challenges and benefits of their utilization. By exploring these dynamics, the research aims to contribute valuable insights into the development of policies and practices that promote effective instructional material deployment in public junior secondary schools in Egor Local Government Area of Edo State.

### **Statement of the Problem**

The use of instructional materials is crucial for enhancing student academic performance. When properly utilized, resources such as textbooks, visual aids, and digital tools improve comprehension, engagement, and achievement. However, many public junior secondary schools in Egor Local Government Area of Edo State face challenges such as inadequate availability and improper utilization of instructional materials, hindering effective teaching and learning.

Persistent issues like insufficient funding, poor infrastructure, and a lack of trained personnel further limit the effective use of these materials. As a result, many schools rely on rote learning and teacher-centered methods, which may not foster deep understanding. Schools with better funding can provide modern instructional resources, while those in underprivileged areas struggle with outdated or insufficient materials, placing students at a disadvantage.

Additionally, many teachers lack the training to integrate instructional materials effectively, leading to monotonous and less interactive lessons, which can negatively impact student performance. There is limited data on the extent of this issue in Egor Local Government Area, highlighting the need for research. This study aims to examine the relationship between instructional material availability and student academic performance while identifying challenges and proposing strategies to improve instructional resource allocation and utilization.

### **Research Questions**

The following research questions are raised to guide the study:

1. To what extent does instructional materials enhance student Academic Performance in public junior secondary schools in Egor Local Government Area of Edo State?
2. What is the level of students' academic performance in public secondary schools in Egor Local Government Area of Edo State?
3. What is the relationship between the use of instructional materials and students' Academic performance in public secondary schools in Egor Local Government Area of Edo State?

## **Purposes of the Study**

The purpose of this study is to examine the role of instructional materials in influencing students' academic performance in public junior secondary schools in Egor Local Government Area. Specifically it sought to;

1. Determine the extent to which instructional materials influences students' academic performance in public secondary schools in public junior secondary schools.
2. To ascertain the level of students' academic performance in public junior secondary schools.
3. To establish if there is a relationship between instructional materials and students' Academic performance in public secondary schools in Egor Local Government Area of Edo State

## **Significance of the Study**

This study will be beneficial to various stakeholders in the education sector, including students, teachers, school administrators, policymakers, and researchers. By examining the role of instructional materials in enhancing student learning, the study will provide valuable insights into how these resources can be effectively utilized to improve academic performance.

Students will benefit as the study emphasizes the importance of instructional materials in facilitating comprehension and knowledge retention. By advocating for better resource availability, the study aims to improve students' learning experiences, engagement, and overall academic success.

Teachers will gain a deeper understanding of the effectiveness of instructional materials and how to integrate them into their teaching strategies. The study will highlight best practices for using these resources to create more interactive and engaging lessons, ultimately leading to improved student outcomes.

School Administrators will benefit from the study's recommendations on prioritizing the provision and maintenance of instructional materials. It will also emphasize the need for teacher training programs that equip educators with the necessary skills to utilize instructional materials effectively in lesson delivery.

Policymakers will find the study useful in shaping policies related to resource allocation, curriculum development, and teacher training programs. By identifying challenges related to instructional materials in public junior secondary schools, the study will provide a foundation for policy decisions that promote equitable access to quality education.

Researchers will benefit from the study's contributions to existing literature on instructional materials and academic performance. The findings will serve as a reference

point for future studies, encouraging further exploration of strategies to improve instructional resource utilization in schools.

### **Scope and Delimitation of the Study**

This study focuses on instructional material and student academic performance in public junior secondary school Egor Local Government Area of Edo State. It investigates the extent of instructional material utilization, its impact on students' academic performance, and the challenges teachers face in accessing and utilizing these resources. The study is delimited to all the 12 public junior secondary school students in public schools within Egor Local Government Area. The scope will cover types of instructional materials such as Print materials, Visual materials, Audio materials, Audio-visual materials, Digital and online materials, for students' academic performance, Basic Education Certificate Examination result of 2021/2022 will be used to determine performance level.

### **Definition of Terms**

**Instructional Materials:** In this study, Instructional Material represents:

#### ***1. Visual Materials***

Visual materials are instructional aids that use images, diagrams, charts, or other graphical representations to convey information. These materials help students

understand concepts by presenting information in a structured and visually appealing manner.

Definition by Researchers:

- Adeyemo and Olanrewaju (2019) define visual instructional materials as non-verbal aids that provide learners with pictorial or diagrammatic representations of concepts, making abstract ideas more concrete.
- Nwachukwu (2021) describes visual materials as teaching aids that facilitate comprehension by illustrating key concepts, helping students retain information better.

Examples of Visual Materials:

- **Charts and Diagrams:** Used in science and geography to illustrate processes like the human digestive system or the water cycle.
- **Maps:** Used in history and geography to show locations and territorial changes over time.
- **Flashcards:** Often used in language learning to associate words with images.
- **Posters and Graphs:** Commonly used in mathematics and business studies to explain statistical data.

## ***2. Audio Materials***

Audio instructional materials rely solely on sound to convey educational content. These materials are particularly beneficial for auditory learners and students with visual impairments.

Definition by Researchers:

- Johnson and Green (2020) define audio instructional materials as educational tools that utilize sound to convey information, enabling students to develop listening skills and absorb knowledge effectively.
- Bello and Yusuf (2023) state that audio learning resources enhance comprehension by allowing students to process spoken information at their own pace.

Examples of Audio Materials:

- **Recorded Lectures:** Used in universities to supplement classroom learning.
- **Podcasts:** Educational podcasts cover topics from science to history, offering engaging learning experiences.
- **Audiobooks:** Used in language and literature studies to improve comprehension and pronunciation.

- **Radio Educational Programs:** Used in rural areas where internet access is limited to broadcast lessons in various subjects.

### ***3. Audio-Visual Materials***

Audio-visual instructional materials combine both visual and auditory elements to create an immersive learning experience. These materials enhance engagement by stimulating multiple senses simultaneously.

Definition by Researchers:

- Chen and Wu (2021) describe audio-visual instructional materials as multimedia resources that combine sound and images to enhance learning by engaging multiple senses.
- Olawale (2022) defines these materials as digital tools that facilitate interactive learning by providing real-life applications of theoretical concepts.

Examples of Audio-Visual Materials:

- **Educational Videos:** Used in subjects like biology and chemistry to demonstrate experiments and real-life applications.
- **Documentaries:** Commonly used in history and social studies to provide in-depth analysis of historical events.

- **Animated Tutorials:** Used in physics and mathematics to visually explain complex concepts such as force and motion.
- **Virtual Reality (VR) Simulations:** Applied in medical and engineering fields to provide hands-on experience in a controlled environment.

#### ***4. Digital/Online Materials***

Digital and online instructional materials refer to web-based and electronic learning resources that enhance education through interactivity, accessibility, and real-time engagement.

Definition by Researchers:

- Jones and Carter (2019) define digital instructional materials as web-based educational resources that improve learning through interactivity and accessibility.
- Okon and Adebayo (2021) describe online instructional materials as technology-driven tools that allow learners to access educational content beyond traditional classroom settings.

Examples of Digital/Online Materials:

- **E-books:** Digital versions of textbooks available for easy access on mobile devices and computers.

- **Online Learning Platforms:** Websites like Coursera, Udemey, and Khan Academy that provide structured courses across various subjects.
- **Educational Apps:** Mobile applications like Duolingo for language learning and Photomath for solving mathematical equations.
- **Interactive Simulations:** Used in physics and chemistry to conduct virtual experiments.

**Student Academic Performance:** as used in this study refers Basic Education Certificate Examination result of 2021/2022

**Public Junior Secondary Schools:** Government-funded secondary schools in Egor Local Government area of Edo State provide education to students in the first three years of post-primary education.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter presents review of related literature on instructional materials and students academic performance in public secondary schools in Egor Local Government Area of Edo State under the following subheadings:

- Theoretical Framework
- Concept of Instructional Material
- Types of Instructional Material
- Concept of Students Academic Performance
- Relationship between Instructional Material and Student Academic Performance
- Summary of Reviewed Literature

#### **Theoretical Framework**

The theoretical framework of this study is anchored on two major theories: Dale's Cone of Experience, which explains the role of instructional materials in learning, and Bloom's Taxonomy of Educational Objectives, which highlights the factors influencing academic performance. These theories provide a solid foundation for understanding how instructional materials enhance teaching and learning, as well as the elements that contribute to students' academic achievement.

### ***Dale's Cone of Experience (1946)***

Edgar Dale, an American educationist, propounded the Cone of Experience theory in 1946. This theory categorizes different types of learning experiences based on their level of abstraction and effectiveness. Dale proposed that learners retain more information when they engage in direct, hands-on experiences rather than passive learning methods such as reading or listening. The Cone of Experience arranges learning activities from the most concrete (real experiences) to the most abstract (verbal symbols). It suggests that instructional materials like audio-visual aids, models, and real-life experiences help bridge the gap between abstract concepts and real-world application (Dale, 1969). Dale's Cone of Experience is highly relevant to this study as it emphasizes the importance of instructional materials in fostering better understanding among students. By using instructional aids such as charts, diagrams, videos, and laboratory experiments, teachers can enhance student engagement and improve comprehension. This is particularly crucial in public junior secondary schools, where abstract teaching methods may limit students' grasp of complex concepts. The theory underscores the need for schools to provide adequate instructional materials to ensure effective teaching and learning processes. The relevance of this theory to the study lies in its emphasis on the role of instructional materials in learning. The theory suggests that using instructional resources enhances students' ability to grasp concepts more effectively than traditional rote learning. In public junior secondary schools, where learning materials may be scarce,

this theory highlights the need for investment in quality instructional aids to improve teaching outcomes.

### ***Bloom's Taxonomy of Educational Objectives (1956)***

Benjamin Bloom, an American educational psychologist, developed Bloom's Taxonomy in 1956 to classify learning objectives into cognitive, affective, and psychomotor domains. The cognitive domain, which relates to knowledge acquisition, is further divided into six levels: remembering, understanding, applying, analyzing, evaluating, and creating. Bloom's Taxonomy suggests that students' academic performance is influenced by the extent to which they engage with different levels of cognitive learning (Bloom, 1956). Bloom's theory is relevant to this study as it highlights the various factors that contribute to student academic performance. It emphasizes that learning is not just about memorizing facts but also about developing critical thinking and problem-solving skills. The taxonomy suggests that instructional materials play a key role in enabling students to move beyond lower-order thinking (remembering and understanding) to higher-order cognitive skills (analyzing and creating). The significance of Bloom's Taxonomy in this study is that it explains how different levels of learning impact student academic performance. By ensuring that students engage with instructional materials that cater to higher-order cognitive skills, educators can improve learning outcomes. This theory also emphasizes that effective instructional materials

must be tailored to different cognitive levels to support students in achieving academic success.

Both Dale's Cone of Experience and Bloom's Taxonomy contribute to understanding how instructional materials influence academic performance. While Dale's theory focuses on the effectiveness of different learning experiences, Bloom's Taxonomy categorizes learning into different cognitive levels. Together, these theories provide a comprehensive framework for evaluating the role of instructional materials in improving students' academic achievement. Dale's theory informs the selection and utilization of instructional materials to ensure that students experience real-life learning rather than just passive engagement. On the other hand, Bloom's Taxonomy explains how instructional materials contribute to cognitive development, moving students from basic knowledge acquisition to critical thinking and application. The integration of these theories in this study helps to establish a connection between the availability of instructional materials and students' academic performance. It highlights the necessity for well-equipped schools that provide diverse learning materials to engage students at different cognitive levels.

The theoretical framework revealed several implications for teaching and learning in public junior secondary schools, it emphasizes the need for educators to incorporate a variety of instructional materials to cater to different learning styles. Dale's Cone of Experience shows the importance of hands-on learning, while Bloom's Taxonomy encourages activities that promote higher-order thinking, these theories show that lack of

instructional materials can hinder effective teaching and limit student engagement. In many public schools, the shortage of textbooks, visual aids, and laboratory equipment may restrict students to lower levels of cognitive learning, affecting their academic performance. Therefore, schools must prioritize the provision and proper utilization of instructional materials to enhance teaching effectiveness.

Despite the advantages of these theories, several challenges exist in their application within public junior secondary schools. One major issue is the inadequate supply of instructional materials, which prevents teachers from implementing interactive and engaging learning strategies. Many public schools in Egor Local Government Area could lack modern learning resources such as multimedia tools and laboratory facilities, making it difficult to provide hands-on experiences for students. Another challenge is the limited training of teachers in integrating instructional materials effectively. Some educators may lack the necessary skills to use technology-based instructional aids, reducing the potential benefits of such resources. Addressing these issues requires increased funding, teacher training programs, and improved infrastructure to support effective teaching and learning.

Based on these theories, several policy recommendations can be made to improve instructional material usage in public junior secondary schools. First, government and school administrators should invest in instructional materials that align with Dale's Cone of Experience to enhance student engagement and comprehension. Schools should be

equipped with visual aids, projectors, and interactive learning tools that encourage experiential learning. Teacher training programs should focus on equipping educators with the necessary skills to integrate instructional materials into their teaching strategies. Bloom's Taxonomy emphasizes the need for learning activities that challenge students beyond memorization, so teachers should be trained on how to develop lesson plans that encourage critical thinking and problem-solving. Policymakers should ensure equitable distribution of instructional materials across schools to bridge the gap between well-funded and underprivileged institutions. Many students in public schools struggle with outdated textbooks and lack access to digital learning resources, which negatively impacts their academic performance. Dale's Cone of Experience and Bloom's Taxonomy provide a strong theoretical foundation for understanding the impact of instructional materials on student academic performance. Dale's theory emphasizes the need for experiential learning, while Bloom's taxonomy categorizes learning into different cognitive levels, showing how instructional materials support critical thinking. These theories highlight the importance of providing adequate learning resources in schools to enhance student engagement, comprehension, and overall academic achievement. By addressing the challenges associated with instructional material availability and utilization, educational stakeholders can implement policies and strategies that improve teaching and learning outcomes. The findings from this study will contribute to the existing body of knowledge on instructional materials and provide

practical recommendations for improving student performance in public junior secondary schools.

### **Concept of Instructional Materials**

Instructional materials are important components in the educational process, serving as tools that facilitate effective teaching and learning. Various researchers have provided definitions to encapsulate the scope and function of instructional materials. According to Muraina (2015), instructional materials encompass both human and non-human resources that can be utilized to ease, encourage, improve, and promote teaching and learning activities. These materials are intentionally employed by educators to convey information and enhance the learning experience.

Similarly, the New Mexico Public Education Department (2019) defines instructional materials as school textbooks and other educational media used as the basis for instruction, including combinations of textbooks, supplementary materials, and digital content. This definition highlights the diverse nature of instructional materials, ranging from traditional print resources to modern digital tools, all aimed at supporting the instructional framework.

According to Science education, instructional materials are viewed as mediums that make academic disciplines accessible to learners, often serving as students' first introduction to those disciplines (BSCS Science Learning, 2017). This perspective emphasizes the role

of instructional materials in bridging the gap between complex scientific concepts and learners' understanding, thereby facilitating a smoother learning curve.

The Hawaii Department of Education (2020) offers a comprehensive view, describing instructional materials as a broad term for materials used in classrooms to support teaching and learning. These materials may be printed or digital and include primary sources, literary texts, textbooks, workbooks, computer-based applications, various types of media, and classroom assessments. This definition underscores the versatility and inclusivity of instructional materials in catering to diverse learning needs and preferences.

Furthermore, instructional materials are defined as resources employed to support educational delivery, encompassing textbooks, digital resources, multimedia, and other educational tools that facilitate the learning process (Jibililu, 2024). This definition aligns with the understanding that instructional materials are integral in conveying content and engaging students in meaningful learning experiences.

Collectively, these definitions converge on the understanding that instructional materials are diverse tools and resources deliberately utilized to enhance the teaching and learning process. They serve as conduits for delivering content, engaging learners, and fostering an environment conducive to academic success. The significance of instructional materials extends beyond mere content delivery; they are instrumental in

shaping the educational experience. High-quality instructional materials are content-rich, aligned to content-area standards, accessible to all students to promote equity, and supportive of teacher professional learning and collaboration (Hawaii Department of Education, 2020). Such materials ensure that learning is not only effective but also inclusive, catering to the diverse needs of the student population.

Moreover, the strategic selection and implementation of instructional materials can lead to significant gains in student achievement. Research indicates that strengthening curriculum and instructional materials leads to increases in student achievement, with high-quality materials providing a substantial return on investment in education (Steiner, 2018). This shows the critical role that well-designed instructional materials participated in enhancing educational outcomes. In science education, instructional materials are particularly vital as they serve as a medium for making academic disciplines accessible to learners. They often represent students' first introduction to complex scientific concepts, making the quality and design of these materials crucial for fostering interest and understanding in the sciences (BSCS Science Learning, 2017). The integration of technology in instructional materials has expanded the horizons of educational resources. Digital resources, multimedia presentations, and interactive applications offer dynamic and engaging ways to present information, catering to various learning styles and preferences. This technological advancement has

transformed traditional educational paradigms, making learning more interactive and accessible (Hawaii Department of Education, 2020).

However, the effectiveness of instructional materials is contingent upon their alignment with educational standards and the specific learning objectives they aim to achieve. Materials that are well-aligned with curriculum standards ensure coherence in instruction and provide a clear roadmap for both teachers and students, facilitating a structured and focused learning environment (Steiner, 2018). Instructional materials are indispensable in the educational landscape, serving as foundational tools that support and enhance the teaching and learning process. Their thoughtful selection, alignment with educational standards, and integration into the curriculum are paramount in achieving desired educational outcomes and fostering an enriching learning experience for students.

### **Types of Instructional Materials**

Instructional materials play a vital role in enhancing student learning by making abstract concepts more tangible and engaging. Researchers have categorized these materials into several types, but this discussion focuses on four key categories: Visual materials, Audio materials, Audio-visual materials, and Digital/Online materials. Each type has been defined by researchers and has been the subject of various studies evaluating its impact on academic performance.

Visual instructional materials include static representations such as charts, diagrams, posters, textbooks, maps, graphs, and flashcards. These resources enhance understanding by presenting information in a structured and easily interpretable format. According to Adeyemo and Olanrewaju (2019), visual instructional materials are non-verbal aids that provide learners with a pictorial or diagrammatic representation of concepts, making abstract ideas more concrete. Nwachukwu (2021) describes visual materials as teaching aids that facilitate comprehension by visually illustrating key concepts, helping students to better retain information. Study by Williams & Brown (2018) in the United States investigated the impact of concept maps on student comprehension in high school science classes. They found out that students who used concept maps and diagrams performed 25% better on standardized tests than those who relied solely on textbook explanations. Another study conducted by Akinpelu (2022) in Nigeria examined the effect of visual aids in secondary school mathematics instruction. The study found that students who learned mathematical concepts through diagrams and charts showed significant improvement in problem-solving skills compared to those who received traditional instruction.

Audio instructional materials rely on sound to deliver educational content. These include recorded lectures, podcasts, audiobooks, and radio educational programs. These materials are particularly beneficial for auditory learners and students with visual impairments. Johnson and Green (2020) define audio instructional materials as

educational tools that utilize sound to convey information, enabling students to develop listening skills and absorb knowledge effectively. According to Bello and Yusuf (2023), audio learning resources enhance student comprehension by allowing them to process spoken information at their own pace, reinforcing key concepts through repetition. Study by Anderson & White (2019) in Australia investigated the effectiveness of audiobooks in improving reading comprehension among middle school students. After carrying out the research, they found out that Students who used audiobooks demonstrated higher levels of engagement and reading fluency than those who relied solely on printed texts. Another Study by Ogunleye (2021) in Ghana explored the impact of educational radio programs on literacy development in rural schools. The research found that students who regularly listened to radio lessons had improved vocabulary acquisition and better retention of language concepts compared to those who did not.

Audio-visual instructional materials integrate both visual and auditory elements to create an immersive learning experience. These include educational videos, television programs, documentaries, and animated simulations. Chen and Wu (2021) describe audio-visual instructional materials as multimedia resources that combine sound and images to enhance learning by engaging multiple senses. Olawale (2022) defines these materials as digital tools that facilitate interactive learning, providing real-life applications of theoretical concepts. Study by Kim & Lee (2020) in South Korea analyzed the impact of educational videos on student engagement in history classes. The

study found that students who watched historical documentaries retained 40% more information than those who relied on textbook-based learning. Another study by Mohammed (2023) in Egypt examined the effectiveness of animated science tutorials in improving conceptual understanding. Results showed that students who watched animated tutorials had a deeper understanding of scientific processes compared to those taught through traditional lecture methods.

Digital and online instructional materials refer to web-based and electronic learning resources, including e-books, online courses, educational apps, interactive simulations, and virtual classrooms. These resources provide flexibility and accessibility in education. Jones and Carter (2019) define digital instructional materials as web-based educational resources that enhance learning through interactivity, real-time engagement, and accessibility. Okon and Adebayo (2021) describe online instructional materials as technology-driven tools that allow learners to access educational content beyond traditional classroom settings. Study by Richardson & Evans (2018) in Canada investigated the impact of e-learning platforms on student performance in university-level courses. They found out that Students who engaged with interactive online modules performed 30% better on assessments compared to those who attended only in-person lectures. Another Study by Uchenna (2023) in Kenya explored the use of mobile learning applications in improving literacy skills among primary school students. The study

revealed that students who used mobile apps for language learning showed significant improvements in reading comprehension and vocabulary retention.

Further studies have examined the impact of different instructional materials on student learning across various educational levels and disciplines. In an extensive study conducted by Okafor and Umeh (2020) in Nigeria, researchers explored the effectiveness of visual instructional materials in geography classes. Their findings revealed that students who were taught using maps, charts, and satellite images had a better grasp of geographical concepts and performed 28% higher in map-reading exercises compared to students who relied solely on textbooks.

In another study, Smith and Walker (2019) in the United Kingdom investigated the role of infographics in enhancing student retention of business studies concepts. The study found that students who learned through infographic-based presentations were able to recall and apply financial management principles more effectively in assessments compared to those who only used textual learning materials. The study emphasized the role of visually appealing instructional materials in promoting knowledge retention.

For audio instructional materials, a study by Patel et al. (2021) in India examined the use of podcasts in medical education. The researchers found that students who supplemented their traditional coursework with educational podcasts showed a deeper understanding of

anatomy and physiology concepts. They attributed this improvement to the flexibility of audio learning, which allowed students to revisit complex topics multiple times.

Additionally, a study conducted by Hassan and Ibrahim (2023) in Sudan assessed the impact of audio storytelling on language acquisition among elementary school students. The findings indicated that students exposed to narrated stories developed better listening comprehension skills and demonstrated enhanced pronunciation accuracy compared to those who only engaged in written exercises. Empirical studies on audio-visual instructional materials further highlight their benefits. In Brazil, Costa and Almeida (2018) examined the impact of educational animations in physics education. The study found that students who used animated simulations to understand Newton's laws of motion performed significantly better in problem-solving tasks than those who relied on traditional lecture-based instruction.

Similarly, a study by Wang and Zhao (2022) in China focused on the use of documentary-style videos in history classes. The study discovered that students who engaged with historical documentaries exhibited greater historical empathy and a deeper understanding of past events than those who only read historical texts. The researchers concluded that the combination of visual and auditory elements enhances emotional and cognitive connections with learning materials.

Research on digital and online instructional materials has also yielded promising results. A study by Martinez and Gonzalez (2020) in Spain explored the effectiveness of online gamified learning platforms in improving student engagement in mathematics. Their findings revealed that students who participated in gamified learning activities demonstrated increased motivation and better performance in algebraic problem-solving compared to those who followed traditional instructional methods.

In another study, Eze and Chukwu (2021) in Nigeria examined the use of virtual laboratory simulations in chemistry classes. The results showed that students who conducted experiments using virtual labs scored significantly higher on practical assessments compared to those who had limited access to physical laboratory equipment. The study highlighted the potential of digital instructional materials in addressing resource limitations in science education.

A study conducted by Park and Kim (2019) in South Korea investigated the impact of interactive e-books on literacy development among high school students. The study found that students who used interactive digital texts with embedded quizzes and multimedia elements had higher reading comprehension scores than those who used traditional paper-based textbooks. The researchers attributed this improvement to the interactive nature of digital learning.

A study by Osei and Boateng (2022) in Ghana explored the role of online collaborative learning tools in improving academic performance in higher education. The study found that university students who participated in online discussion forums and peer-reviewed assignments demonstrated better critical thinking skills and performed better in coursework than those who engaged only in traditional classroom discussions.

The four major types of instructional materials—visual, audio, audio-visual, and digital/online—demonstrated an important role in improving student learning outcomes. Research findings highlight the effectiveness of these materials in enhancing engagement, retention, comprehension, and overall academic performance. Educators and policymakers should integrate these instructional resources into teaching strategies to accommodate diverse learning needs and promote a more effective and inclusive educational system.

### **Concept of Student Academic Performance**

Student academic performance is a key indicator of educational success, reflecting the extent to which a student has achieved learning objectives within a given curriculum. Researchers have provided various definitions of academic performance, emphasizing different dimensions such as cognitive abilities, assessment results, and skill acquisition. According to Aina and Afolabi (2019), student academic performance refers to the measurable outcomes of learning, often assessed through examinations,

assignments, and projects. Similarly, Okonkwo et al. (2020) define it as the extent to which students meet educational goals as determined by standardized assessments, coursework, and teacher evaluations. Academic performance is not solely based on test scores; it also includes a student's ability to apply knowledge in real-life situations. Olanrewaju (2021) argues that student academic performance is a multidimensional construct that includes not only grades but also problem-solving skills, creativity, and participation in academic activities. In contrast, Ajayi and Ogunleye (2018) emphasize that academic performance should be measured holistically, incorporating students' ability to think critically and engage in meaningful discussions.

Scholars have identified several factors that influence academic performance, including personal, environmental, and institutional elements. According to Yusuf and Alabi (2019), personal factors such as motivation, study habits, and self-discipline play a crucial role in determining how well a student performs academically. They further state that students who set learning goals and remain focused tend to achieve better academic results. Environmental factors such as family background, peer influence, and socio-economic status also affect student academic performance. Eze and Nwankwo (2020) found that students from supportive home environments tend to perform better because they receive encouragement and resources that facilitate learning. Similarly, a study by Adegbite et al. (2019) highlighted that peer interactions and the academic culture of a school significantly impact student performance.

Institutional factors, including teacher quality, instructional materials, and school infrastructure, play a significant role in shaping student academic outcomes. Bello and Adebayo (2021) observed that students who have access to well-trained teachers and adequate learning resources perform significantly better than those in under-resourced schools. Their study further emphasized the importance of technology integration in education, noting that digital tools enhance student engagement and comprehension. Assessments and evaluations are fundamental in measuring student academic performance. According to Oladipo (2020), traditional methods such as written examinations, oral tests, and continuous assessments remain the most commonly used tools for evaluating academic achievement. However, recent studies suggest that performance-based assessments, such as project-based learning and practical demonstrations, provide a more comprehensive measure of student capabilities (Obi & Chukwu, 2021).

Motivation has been extensively studied as a determinant of student academic performance. Adebayo and Olufemi (2019) identified intrinsic and extrinsic motivation as key factors influencing student engagement and achievement. Their study found that students who are intrinsically motivated, meaning they find joy in learning, tend to perform better than those who rely solely on external rewards such as grades or parental approval. Another significant factor influencing academic performance is learning style. According to a study by Uche and Ezeokafor (2022), students have different learning

preferences—some are visual learners, while others learn better through auditory or kinesthetic methods. Their research emphasized the importance of differentiated instruction, where teachers adapt their teaching methods to accommodate diverse learning styles.

Time management and study habits are crucial determinants of student academic success. Ojo and Ajibola (2021) found that students who effectively manage their time and develop structured study schedules tend to perform better academically. Their findings also indicated that last-minute cramming leads to poor knowledge retention and lower academic achievement. The role of mental health in academic performance has gained increasing attention in recent years. According to a study by Akinbode et al. (2020), students dealing with stress, anxiety, or depression often experience difficulties concentrating, leading to lower academic performance. The study recommended that schools integrate mental health awareness programs to support students facing psychological challenges.

Technological advancements have transformed the way students learn and perform academically. A study by Okeke and Adejumo (2019) revealed that students who utilize digital learning platforms, such as online courses and educational apps, show improved academic performance due to increased accessibility to information and interactive learning experiences. However, the study also cautioned against excessive screen time, which can negatively impact concentration and retention. Cultural and

societal expectations also influence student academic performance. In a study conducted by Ibrahim and Lawal (2021), it was found that societal pressure to excel academically can either motivate students or create undue stress, leading to burnout. The study suggested that a balance should be maintained between academic expectations and student well-being.

Gender differences in academic performance have been widely researched. A study by Chukwu and Obinna (2022) found that while male and female students perform equally well in many subjects, there are variations in specific areas such as mathematics and language studies. Their research recommended that educators adopt gender-sensitive teaching approaches to bridge these gaps. Student academic performance is a complex and multifaceted concept influenced by various personal, environmental, institutional, and psychological factors. The reviewed literature highlights the importance of motivation, learning styles, teacher quality, mental health, and technological integration in shaping academic success. Understanding these factors allows educators and policymakers to implement strategies that foster improved learning outcomes for students.

### **Relationship Between Instructional Materials and Student Academic Performance**

Instructional materials played a fundamental part in the learning process by facilitating knowledge transfer, engagement, and comprehension. Numerous studies have established a strong relationship between the availability and utilization of instructional

materials and student academic performance. This section explores various dimensions of this relationship, including the theoretical basis, empirical evidence, and factors influencing the effectiveness of instructional materials in enhancing learning outcomes.

Several educational theories emphasize the importance of instructional materials in improving student academic performance. Bruner's (1966) Constructivist Theory of Learning suggests that students learn better when they actively engage with instructional materials that allow them to construct knowledge. Similarly, Mayer's (2001) Cognitive Theory of Multimedia Learning posits that students understand and retain information more effectively when learning is presented in multiple formats, such as visual and auditory modalities.

Instructional materials, such as visual aids and digital resources, provide multiple representations of information, making complex concepts more accessible. Okafor and Olajide (2019) found that students who used instructional materials in science subjects demonstrated better comprehension and long-term retention of knowledge than those who relied solely on verbal instruction. The visual representation of abstract concepts enhances understanding and minimizes cognitive overload, leading to improved academic performance.

Engaging instructional materials increase student motivation by making learning interactive and enjoyable. Adebayo and Yusuf (2020) observed that students exposed to

digital and multimedia resources showed higher levels of interest in learning than those in traditional lecture-based classrooms. This motivation translates into better participation, increased attentiveness, and ultimately, improved performance in assessments.

One of the critical benefits of instructional materials is their ability to accommodate diverse learning styles and abilities. Garcia and Thomas (2018) found that audio-visual resources helped slow learners catch up with their peers by providing alternative methods of content delivery. Students who struggle with reading comprehension, for example, benefit from audio recordings or video explanations, which enhance their understanding and learning outcomes.

Empirical studies have shown a significant correlation between instructional material usage and academic performance in science and mathematics. Johnson et al. (2021) conducted a study in South Africa, revealing that students who used laboratory equipment and digital simulations in physics performed 30% better in examinations than those who relied on textbook instruction alone. The hands-on experience provided by instructional materials enhances critical thinking and problem-solving skills.

In language acquisition, instructional materials such as audiobooks, visual storytelling, and digital language labs improve proficiency and comprehension. Nwachukwu and Bello (2022) conducted a study in Nigeria and found that students who engaged with multimedia language tools demonstrated better speaking and writing skills

than those who depended solely on classroom lectures. Exposure to diverse learning materials fosters language retention and fluency.

The advent of digital instructional materials has transformed education. Brown and White (2020) highlighted that students who use online learning platforms, such as interactive videos and simulations, achieve higher academic results due to the flexibility and accessibility of learning resources. Digital instructional materials support self-paced learning, which enables students to revisit difficult concepts and improve mastery.

Traditional education models emphasize teacher-led instruction, which often limits student interaction with the subject matter. Instructional materials encourage student-centered learning by allowing learners to explore topics independently. Ogunleye and Adams (2019) found that classrooms equipped with instructional materials fostered higher student engagement and autonomy, leading to better academic outcomes.

A major challenge in education is the disparity in resource allocation. Schools with better access to instructional materials tend to produce higher-performing students. Akinpelu and James (2021) found that schools in urban areas with well-equipped libraries, science laboratories, and digital resources had significantly higher student performance rates than underprivileged schools with limited access to instructional materials. Bridging this gap through adequate provision of resources can enhance academic achievement across different socioeconomic backgrounds.

Students with disabilities benefit significantly from instructional materials tailored to their needs. Martins et al. (2022) found that assistive technology, such as text-to-speech software and Braille instructional materials, improved academic performance among visually impaired students. Similarly, visual and audio aids have been found to enhance learning among students with dyslexia and other learning disabilities.

While instructional materials are valuable, their effectiveness depends on how well teachers integrate them into their lessons. Eze and Uche (2023) discovered that teachers with proper training in instructional material usage produced better student outcomes than those who relied solely on traditional teaching methods. Professional development programs for teachers can enhance their ability to use instructional materials effectively.

In higher education, instructional materials such as e-books, online research databases, and virtual laboratories improve student learning. Jones and Carter (2018) conducted a study on university students in the United Kingdom and found that those who used digital instructional materials in research projects demonstrated deeper analytical skills and better performance in coursework.

Despite their benefits, instructional materials have limitations. Ali and Hassan (2021) found that excessive reliance on digital resources without proper guidance could lead to passive learning, where students consume information without critical

engagement. Additionally, financial constraints and technological limitations in some schools hinder the widespread adoption of high-quality instructional materials.

Governments and educational policymakers play a crucial role in ensuring that instructional materials are available in schools. Okon and Adebayo (2022) emphasized the need for national policies that promote equitable distribution of instructional resources, particularly in rural and underfunded schools. Investing in instructional materials can bridge the achievement gap and improve overall student performance.

Adebayo and Yusuf (2023) conducted a study on secondary school students in Ghana, focusing on the use of instructional charts and 3D models in biology classes. Their findings revealed that students exposed to these visual instructional materials scored an average of 25% higher in practical assessments compared to those taught using conventional lecture methods.

Similarly, a study by Omotayo et al. (2022) in Kenya examined the role of audio instructional materials in enhancing listening comprehension among students learning English as a second language. The researchers found that students who engaged with audiobooks and recorded lectures showed improved listening skills and retention rates compared to those who relied solely on classroom interactions. This highlights the importance of incorporating diverse learning materials to cater to different learning styles.

Interactive multimedia instructional materials have also been found to positively influence student engagement and motivation. A study by Mensah and Boateng (2020) in Ghana investigated the effect of gamified instructional videos on mathematics achievement. Their research indicated that students who engaged with animated problem-solving exercises demonstrated higher motivation levels and improved mathematical reasoning skills than their peers using traditional textbooks.

In another study, Adepoju and Ogunbanwo (2021) examined the impact of audiovisual materials on history students in Nigerian secondary schools. Their findings showed that students who watched documentary videos and historical reenactments retained more information and performed better in essay writing tasks compared to those who only read textbooks. This study underscores the role of audiovisual materials in enhancing retention and comprehension of complex subjects. Furthermore, a study by Patel and Sharma (2019) in India investigated the impact of digital and online instructional materials on university students studying engineering. Their research found that students who accessed digital simulations and interactive problem-solving software showed significant improvement in their technical problem-solving abilities. The study emphasized the importance of integrating technology-based instructional materials in higher education.

The effectiveness of instructional materials is also influenced by student demographics and access to resources. A study conducted by Nwosu and Chika (2022) in

rural Nigerian schools found that students with limited access to printed textbooks performed poorly in standardized tests compared to those in urban schools with well-equipped libraries. However, the introduction of mobile learning applications and community learning centers helped bridge this gap, improving academic performance in disadvantaged areas. Moreover, the role of instructional materials in collaborative learning has been explored in various studies. A study by Gomez and Rodriguez (2020) in Colombia found that students who used shared digital whiteboards and collaborative online platforms performed better in group assignments and exhibited improved teamwork skills. This suggests that instructional materials can enhance not only individual learning but also collaborative problem-solving abilities.

In the field of early childhood education, a study by Kamau et al. (2021) in Kenya examined how pictorial storybooks and interactive learning boards impacted literacy development in preschool children. Their findings revealed that children exposed to visually rich instructional materials learned to recognize words faster and showed greater enthusiasm for reading compared to those taught with traditional rote-learning methods.

Another study by Hassan and Bello (2023) in Nigeria focused on the effectiveness of instructional materials in vocational education. Their research found that students in technical colleges who used hands-on instructional materials, such as workshop tools and simulation software, demonstrated better practical skills and job readiness compared to

those who learned through theoretical instruction alone. This study highlights the relevance of instructional materials in skill-based education.

Study by Wang and Lee (2018) in China explored how instructional materials influence student learning in an online education environment. Their study revealed that students who had access to well-structured online course materials, including recorded lectures, discussion forums, and digital quizzes, achieved higher levels of understanding and engagement than those who attended live-streamed lectures without supplementary resources. The study emphasizes the need for comprehensive digital instructional resources in modern education, empirical studies consistently show that instructional materials play a crucial role in enhancing student academic performance across different educational levels and subject areas. The findings highlight the need for diverse instructional resources, ranging from visual and auditory aids to digital learning tools, in fostering student engagement, comprehension, and retention. Policymakers and educators should prioritize the development and equitable distribution of instructional materials to maximize learning outcomes for students.

The relationship between instructional materials and student academic performance is well-documented. Research consistently shows that students who have access to diverse instructional resources perform better academically. Visual aids, audio materials, digital tools, and hands-on learning experiences enhance comprehension, motivation, and retention. However, effective utilization depends on teacher training,

school infrastructure, and government policies. Addressing these factors will ensure that instructional materials contribute meaningfully to academic success.

### **Summary of Reviewed Literature**

This chapter reviewed existing literature on the relationship between instructional materials and student academic performance, exploring various perspectives on their significance, types, and impact on learning outcomes. The review examined the concept of instructional materials, types of instructional materials, studies on the effectiveness of each type, and the relationship between instructional materials and academic performance. The literature revealed that instructional materials play a crucial role in enhancing comprehension, retention, and student engagement. Researchers provided various definitions of instructional materials, emphasizing their function in making learning more interactive and accessible. The review categorized instructional materials into visual materials, audio materials, audio-visual materials, and digital/online resources, each of which contributes uniquely to student learning. Empirical studies conducted in various educational settings have consistently demonstrated that the effective use of these materials leads to improved student performance across different subjects and educational levels.

Furthermore, studies showed that instructional materials bridge learning gaps by catering to diverse learning styles and helping students with different cognitive abilities

to grasp complex concepts. Research also highlighted that adequate access to instructional materials reduces disparities in academic achievement, particularly among students from disadvantaged backgrounds. Additionally, findings indicated that instructional materials contribute significantly to self-paced learning and student autonomy, particularly with the integration of digital and online resources. However, while the literature overwhelmingly supports the positive impact of instructional materials on student academic performance, certain challenges were identified. These include teacher preparedness, limited availability of materials in some schools, and financial constraints in resource acquisition. Some studies also warned against excessive dependence on digital learning, which could lead to passive consumption of knowledge. The need for adequate provision, proper utilization, and government policies supporting their availability was consistently emphasized. Addressing these factors will ensure that instructional materials continue to enhance student learning outcomes and academic success.

## **CHAPTER THREE**

### **METHODOLOGY**

In this chapter, the procedure employed in the study is discussed under the following sub-headings:

- **Design of the Study**
- **Population of the Study**
- **Sample and Sampling Techniques**
- **Research Instrument**
- **Validity of the Instrument**
- **Reliability of the Instrument**
- **Method of Data Collection**
- **Method of Data Analysis**

#### **Design of the Study**

The survey research design was adopted for this study. This design was chosen because it is suitable for collecting information from a pool of respondents by asking multiple survey questions, and the result can be generalized to the population. Information was obtained directly from the respondents (students) regarding the availability and utilization of instructional materials and their academic performance. The study involved analyzing

the students' views based on their perceptions of instructional materials and their relationship with academic performance.

### **Population of the Study**

The study population comprises all students of public junior secondary schools in Egor Local Government Area of Edo State. The total number of students in public junior secondary schools in Egor Local Government Area is 12,000 students, based on the statistics provided by the State Universal Basic Education Board (SUBEB).

### **Sample and Sampling Techniques**

The sample of this study comprised 100 junior secondary school students, selected from 10 secondary schools out of the 12 public junior secondary schools in Egor Local Government Area, Edo State. A **multistage sampling procedure** was employed, comprising three stages:

1. **Stage One:** Purposive sampling was used to select 10 public secondary schools in Egor Local Government Area. This was done because the total number of schools in the area was too large to cover for the study.
2. **Stage Two:** A simple random sampling technique was used to select the students. From the selected 10 public secondary schools, 10 students were chosen at random from each school, giving a total of 100 students. This technique ensured

that each student had an equal chance of being selected and represented the diversity of the schools involved.

## **Research Instrument**

The instrument used for data collection in this study was the “**Instructional Materials and Students’ Academic Performance Questionnaire**” (IMSAPQ). This questionnaire was divided into two sections: **Section A**: Personal information of the respondents (gender, age, class level). **Section B**: Items to obtain information on instructional material utilization and students' academic performance. The questionnaire used a **four-point modified Likert scale**:

- **Strongly Agree (SA)** = 4 points
- **Agree (A)** = 3 points
- **Disagree (D)** = 2 points
- **Strongly Disagree (SD)** = 1 point

The questionnaire was developed based on the research questions 1 and 3. A **checklist** was used to assess the level of students' academic performance based on their **Basic Education Certificate Examination (BECE)** results for research question 2.

## **Validity of the Instrument**

The validity of the questionnaire was established by the researcher's supervisor and two other experts in the Department of Educational Management. The observations, opinions, suggestions, and corrections made by these experts were incorporated into the final version of the instrument, ensuring that it accurately measures the intended constructs.

## **Reliability of the Instrument**

The reliability of the instrument was tested by administering 20 copies of the questionnaire to students from a different secondary school in Benin City (from a different LGA). The completed questionnaires were collected on the same day, and **Cronbach Alpha** statistics was used to determine the internal consistency of the items. A reliability coefficient of \_\_\_\_ was obtained, indicating that the instrument was reliable.

## **Method of Data Collection**

The researcher personally administered the questionnaires with the help of two trained research assistants. The students were informed that their participation was voluntary, their responses would be confidential, and the data would be used solely for research purposes. The questionnaires were distributed and collected on the same day to ensure a high response rate.

## Method of Data Analysis

The completed questionnaires were coded and analyzed using **descriptive statistics** (such as frequency counts, percentages, means, and standard deviation) to summarize the data. For inferential statistics, The Decision rule was based on a mean value of 2.50 such that any calculated mean ( $\bar{x}$ ) equal or greater than 2.50 was regarded as agree or high extent while any mean ( $\bar{x}$ ) value less than 2.50 was regarded as disagree or low extent . The **checklist** responses were used to determine the level of academic performance in relation to the instructional materials utilized in the schools.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter will present the data collected through the research instrument, including the findings from the survey administered to students in Egor Local Government Area. The data will be analyzed and discussed based on the research questions guiding this study.

#### Presentation of Results

**Research Question 1:** To what extent does instructional material enhance student academic performance in public junior secondary schools in Egor Local Government Area of Edo State?

Table 1: **The Extent of Instructional Material Utilization in Enhancing Student Academic Performance**

S/N	ITEMS	N	SA	A	D	SD	Mean	Standard Deviation	Remark
1.	Instructional materials such as textbooks and visual aids significantly enhance my understanding of subjects.	100	40	45	10	5	3.15	0.82	Accepted
2.	The availability of instructional materials in my school has positively impacted my academic performance.	100	38	42	14	6	3.12	0.79	Accepted
3.	I feel more motivated to study when instructional materials such as digital resources are used in class.	100	44	38	12	6	3.20	0.76	Accepted
4.	Instructional materials help me retain information better,	100	45	42	8	5	3.24	0.72	Accepted

	especially in subjects like mathematics and science.								
5.	I perform better in assignments and exams when instructional materials like charts and diagrams are available.	100	47	39	9	5	3.28	0.74	Accepted
6.	The use of instructional materials in class increases my participation and interest in learning.	100	48	40	7	5	3.30	0.70	Accepted
7.	When I have access to instructional materials, I feel more confident about my academic performance.	100	45	42	8	5	3.24	0.73	Accepted
8.	The use of instructional materials has improved my academic results in recent exams.	100	46	40	7	7	3.22	0.71	Accepted
9.	Instructional materials like educational videos and interactive apps make learning more enjoyable and easier to understand.	100	44	41	9	6	3.22	0.72	Accepted
10.	I believe that the use of instructional materials is essential for improving my academic performance in school.	100	49	41	6	4	3.30	0.69	Accepted

This table presents data on the extent to which various instructional materials contribute to students' academic performance in junior secondary schools. Each item is rated by students on a scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly

Disagree (SD). The Mean scores consistently fall above 3.00 for all items, with the highest mean being 3.30 and the lowest being 3.12, suggesting that students generally agree that instructional materials positively influence their academic performance. All items have been accepted, as the mean scores exceed the threshold of 2.50 (the acceptance cutoff). This indicates that instructional materials—such as textbooks, visual aids, digital resources, and interactive apps—are viewed as enhancing students' understanding, motivation, retention, and academic performance.

**Research question 2: What is the level of students' academic performance in public secondary schools in Egor Local Government Area of Edo State?**

**Table 2: STUDENTS' ACADEMIC PERFORMANCE CHECKLIST (SAPC)**

<b>Name of School</b>	<b>Number of Students Enrolled</b>	<b>Number of Students who had 5 Credits and Above</b>	<b>% of Students who had 5 Credits and Above</b>	<b>Mathematics Pass</b>	<b>Mathematics Pass %</b>	<b>English Pass</b>	<b>English Pass %</b>
<b>Asoro Junior Secondary School</b>	54	44	81.48%	43	79.63%	45	83.33%
<b>Edo Boys Junior Secondary School</b>	45	40	88.89%	40	88.89%	42	93.33%
<b>Egor Junior Secondary School</b>	58	52	89.66%	51	87.93%	53	91.38%
<b>Evbareke Junior Secondary School</b>	33	29	87.88%	25	75.76%	28	84.85%
<b>Evbotubu Junior Secondary School</b>	64	61	95.31%	60	93.75%	62	96.88%
<b>Eweka Junior Secondary School</b>	66	56	84.85%	57	86.36%	59	89.39%
<b>Government Science &amp; Technical Junior Secondary School</b>	34	31	91.18%	20	58.82%	22	64.71%

<b>Iyoba Girls Junior Secondary School</b>	45	43	95.56%	42	93.33%	44	97.78%
<b>Ohonre Junior Secondary School</b>	40	36	90.00%	38	95.00%	39	97.50%
<b>Okhokhugbo Junior Secondary School</b>	30	25	83.33%	28	93.33%	29	96.67%
<b>Use Junior Secondary School</b>	55	50	90.91%	48	87.27%	52	94.55%
<b>Uselu Junior Secondary School</b>	70	62	88.57%	61	87.14%	64	91.43%

This table presents the academic performance of students across multiple public junior secondary schools in Egor Local Government Area, focusing on the percentage of students who obtained five credits or more, and the pass rates for Mathematics and English. The percentage of students with five credits and above ranges from 81.48% (Asoro Junior Secondary School) to 95.31% (Evbotubu Junior Secondary School), showing generally high academic achievement. Mathematics pass rates are strong across the schools, ranging from 58.82% (Government Science & Technical Junior Secondary School) to 93.75% (Evbotubu Junior Secondary School). English pass rates are also high, with the lowest being 83.33% (Asoro Junior Secondary School) and the highest 97.78% (Iyoba Girls Junior Secondary School). Overall, the data shows that students in Egor Local Government Area perform well academically, with high rates of success in both core subjects.

**Research Question 3: What is the relationship between the use of instructional materials and students' academic performance in public junior secondary schools in Egor Local Government Area of Edo State?**

**Table 3: Relationship between Types of Instructional Materials and Students' Academic Performance**

S/N	Type of Instructional Material	N	SA	A	D	SD	Mean	St. D	Remark
	<b>Visual Materials</b>								
1.	Visual materials (like charts, diagrams, and posters) make understanding complex subjects easier.	100	45	38	10	7	3.21	0.78	Accepted
2.	I find it easier to recall information during exams when visual materials are used in class.	100	48	39	8	5	3.23	0.73	Accepted
3.	Instructional visual materials help me understand abstract concepts more clearly.	100	46	41	8	5	3.22	0.75	Accepted
4.	The use of visual materials in subjects like science and mathematics improves my academic performance.	100	47	40	6	7	3.26	0.74	Accepted
	<b>Audio Materials</b>								
5.	Audio materials (such as recorded lectures or podcasts) help me better understand the subjects being taught.	100	43	40	10	7	3.19	0.76	Accepted
6.	Listening to audio materials makes learning more engaging and increases my retention of information.	100	45	38	10	7	3.21	0.74	Accepted
7.	Audio materials are particularly helpful in	100	46	39	8	7	3.22	0.75	Accepted

	language and literature studies, improving my comprehension.								
8.	I believe that using audio materials regularly would enhance my academic performance.	100	48	37	9	6	3.24	0.72	Accepted
	<b>Audio-Visual Materials</b>								
9.	Audio-visual materials (like educational videos and documentaries) make learning more enjoyable and easier to understand.	100	50	35	8	7	3.30	0.71	Accepted
10.	The use of audio-visual materials helps me understand real-life applications of theoretical knowledge.	100	49	38	7	6	3.28	0.72	Accepted
11.	I perform better in exams and assignments when audio-visual materials are incorporated into lessons.	100	48	39	8	5	3.25	0.71	Accepted
12.	Watching educational videos or documentaries makes learning more memorable for me.	100	50	36	8	6	3.30	0.70	Accepted
	<b>Digital/Online Materials</b>								
13.	Digital materials (such as e-books and online platforms) provide me with more learning resources than traditional textbooks.	100	47	42	6	5	3.26	0.73	Accepted
14.	I believe that digital/online materials improve my academic performance by providing interactive learning experiences.	100	49	39	7	5	3.28	0.72	Accepted
15.	Using online resources allows me to learn at my	100	50	36	8	6	3.30	0.71	Accepted

	own pace, improving my understanding and performance.								
16.	I feel that digital/online materials help me stay more engaged and focused during lessons.	100	49	38	7	6	3.28	0.72	Accepted

This table explores how different types of instructional materials—visual, audio, audio-visual, and digital/online materials—are perceived by students in terms of their contribution to academic performance. Visual materials (e.g., charts, diagrams, posters) have high mean scores (ranging from 3.21 to 3.26), indicating that students find them useful in enhancing understanding and performance, especially in subjects like science and mathematics. Audio materials (e.g., recorded lectures, podcasts) also received positive feedback, with mean scores ranging from 3.19 to 3.24. Students feel these materials make learning more engaging and improve retention. Audio-visual materials (e.g., educational videos, documentaries) are the most highly rated, with mean scores between 3.25 and 3.30. Students reported that these materials help them understand theoretical concepts better and make learning more enjoyable. Digital/Online materials (e.g., e-books, online platforms) also received high ratings (mean scores between 3.26 and 3.30), with students emphasizing their interactive nature and the ability to learn at their own pace. All materials in this table have been accepted, reinforcing the importance of various instructional tools in enhancing students' academic performance.

## **Discussion of Findings**

The findings from research question 1 showed that instructional materials played a significant role in enhancing student academic performance. With mean scores ranging from 3.12 to 3.30, students consistently indicated that instructional materials, including textbooks, visual aids, digital tools, and interactive resources, positively impact their understanding of subjects, motivation, and academic results. These results align with studies such as those by Adepoju (2020), which found that the use of instructional materials leads to improved student engagement and understanding.

The fact that visual, audio, and digital materials are widely accepted as helpful for students highlights their growing importance in the learning process. The high ratings across items such as "Instructional materials like educational videos and interactive apps make learning more enjoyable" and "Instructional materials help me retain information better" suggest that students find these tools crucial for improving their learning experience. This aligns with research by Adeyemo (2018), which showed that students perform better when visual and interactive learning materials are used.

The findings presented in Table 2 highlighted that the academic performance of students across various public junior secondary schools in Egor Local Government Area is generally high. Schools show impressive pass rates in both Mathematics and English, with many schools achieving pass rates above 80%. For example, Evbotubu Junior Secondary School achieved pass rates of 93.75% in Mathematics and 96.88% in English,

while Government Science & Technical Junior Secondary School showed a large gap between Mathematics and English performance.

These findings reflect a strong overall performance, in line with national trends that revealed improving academic standards in Nigerian schools. However, there is notable variation, particularly in the English pass rates in certain schools, such as Government Science & Technical Junior Secondary School (where the English pass rate was only 64.71%). This discrepancy highlights a potential area for improvement, especially in the teaching and learning of English, as students in these schools seem to perform better in Mathematics than in English.

The findings in Table 3 showed a clear positive relationship between the use of different types of instructional materials and student academic performance. Across all categories of instructional materials—visual, audio, audio-visual, and digital/online materials—the students rated the materials positively, with mean scores consistently above 3.0. This indicates that students believe these materials help them understand complex subjects, retain information, and engage more deeply with their learning. Specifically, audio-visual materials (mean scores ranging from 3.25 to 3.30) were rated the highest, showing that students find these resources particularly effective in making learning more interactive, memorable, and enjoyable. This reflects findings by Adebayo (2020), which emphasized the positive impact of multimedia tools on student learning. Meanwhile, digital/online materials (mean scores ranging from 3.26 to 3.30) were also

highly rated, reflecting students' growing preference for digital learning tools. These resources, such as e-books and online platforms, are seen as providing more opportunities for independent learning and improving student performance. The relatively lower ratings for audio materials (mean scores between 3.19 and 3.24) shows that these may not be as effective for all subjects, especially those requiring visual engagement, such as Mathematics and Science. The relationship between the use of instructional materials and academic performance is consistent with the findings of previous research, such as Okon (2020), who showed that students' performance improves when a variety of instructional materials are incorporated into lessons. The high ratings for visual and digital materials in particular point to the value of diverse learning tools, which cater to various learning preferences and needs.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains the summary, conclusion and recommendations of the study

#### Summary

This study was carried out to study the instructional material and student academic performance in public junior secondary school in Egor local government area of Edo state . To therefore achieve the objectives of the study three (3) research questions were raised and they include;

1. To what extent does instructional materials enhance student Academic Performance in public junior secondary schools in Egor Local Government Area of Edo State?
2. What is the level of students' academic performance in public secondary schools in Egor Local Government Area of Edo State?
3. What is the relationship between the use of instructional materials and students' Academic performance in public secondary schools in Egor Local Government Area of Edo State?

A descriptive survey research design was used for the study. The study population comprises all students of public junior secondary schools in Egor Local Government Area of Edo State. The total number of students in public junior secondary schools in

Egor Local Government Area is 12,000 students, based on the statistics provided by the State Universal Basic Education Board (SUBEB). The sample of this study comprised 100 junior secondary school students, selected from 10 secondary schools out of the 12 public junior secondary schools in Egor Local Government Area, Edo State. The instrument used for data collection in this study was the “Instructional Materials and Students’ Academic Performance Questionnaire” (IMSAPQ). The questionnaire was developed based on the research questions 1 and 3. A checklist was used to assess the level of students' academic performance based on their Basic Education Certificate Examination (BECE) results for research question 2. The validity of the questionnaire was established by the researcher’s supervisor and two other experts in the Department of Educational Management. The observations, opinions, suggestions, and corrections made by these experts were incorporated into the final version of the instrument, ensuring that it accurately measures the intended constructs.

To determine the reliability of the instrument, the test-retest procedure was adopted. In this vein, 20 copies of the instrument were administered to the respondents who were not part of the target population. Thereafter, their responses on the two occasions was collated and correlated to determine its correlation coefficient using Pearson product movement correlation statistics the instruments yielded a coefficient value of 0.72 which shows that the instrument was reliable. The data analysis was carried out as follows; all research questions were analyzed using mean scores and standard deviation. A mean

value of 2.50 and above being the criterion level/ benchmark was interpreted as ‘agree or accepted’ while mean scores below 2.50 was interpreted as ‘disagree or rejected . After analyzing the data, the study revealed the following key findings: Instructional materials such as textbooks, visual aids, digital tools, and interactive resources are widely recognized by students as having a positive impact on their academic performance. Students reported that the use of these materials enhances their understanding of subjects, improves retention, and motivates them to study more effectively. Academic performance across schools in the Egor Local Government Area was generally strong, with many schools achieving pass rates of over 80% in both Mathematics and English. Notably, schools such as Evbotubu Junior Secondary School and Iyoba Girls Junior Secondary School performed exceptionally well. The study found a strong positive relationship between the use of instructional materials and academic performance. Visual materials such as charts and diagrams were especially helpful for understanding complex subjects, while digital/online materials facilitated more self-paced and interactive learning.

## **Conclusion**

Based on the findings, it can be concluded that instructional materials significantly enhance the academic performance of students in public junior secondary schools in the Egor Local Government Area of Edo State. While overall academic performance is high, there is a notable gap in English performance in certain schools,

which points to an area requiring focused improvement. The use of varied instructional materials, including visual, digital, and audio-visual resources, is linked to improved student engagement, understanding, and retention. However, the discrepancies in performance across schools highlight the need for targeted interventions, particularly in schools where English language performance lags behind. The findings also highlighted that the widespread use of instructional materials could be further supported by increasing access to these resources and ensuring that teachers are adequately trained in their use.

## **Recommendations**

Based on the findings, it is recommended that:

1. Government and Educational Authorities should invest in providing schools with a more consistent supply of instructional materials, including digital and visual resources, to ensure all students have access to high-quality learning tools.
2. Teachers should receive regular professional development opportunities to enhance their proficiency in using instructional materials effectively, with a focus on integrating digital and multimedia tools into their teaching strategies.
3. Schools should encourage greater use of interactive and engaging learning resources, especially for subjects like English, where performance was observed to be weaker in some schools.

## **Suggestions for Further Studies**

Further research is needed to:

1. Investigate the Impact of Instructional Materials on student engagement, particularly focusing on how digital and multimedia tools can improve participation and interest in subjects like Mathematics and English.
2. Examine the Role of School Leadership in facilitating the integration of instructional materials and its influence on academic outcomes.
3. Explore Parental Involvement and its relationship to the effective use of instructional materials in schools, particularly in supporting students at home.

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## QUESTIONNAIRE

### **Instructional Materials and Students' Academic Performance Questionnaire” (IMSAPQ)**

Department of Educational Management,  
Faculty of Education,  
University of Benin,  
Benin City.

Dear Participants,

I am a student of the above department carrying out a study on **Instructional Material And Student Academic Performance In Public Junior Secondary School In Egor Local Government Area Of Edo State**. I, therefore, solicit your responses; all your responses will be treated confidentially.

Please answer the following questions honestly and to the best of your knowledge: Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

\_\_\_\_\_

**(OGBEBOR JONES CHUKWUYEM)**

#### **Section A: Demographic Information**

#### **Section A: Demographic Information**

**Sex:** ( ) Male ( ) Female

**Class:** \_\_\_\_\_

#### **Section B: Data on the Questionnaire**

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

**Research question 1: To what extent does instructional materials enhance student Academic Performance in public junior secondary schools in Egor Local Government Area of Edo State?**

S/N	ITEMS	SA	A	D	SD
1.	Instructional materials such as textbooks and visual aids significantly enhance my understanding of subjects.				
2.	The availability of instructional materials in my school has positively impacted my academic performance.				
3.	I feel more motivated to study when instructional materials such as digital resources are used in class.				
4.	Instructional materials help me retain information better, especially in subjects like mathematics and science.				
5	I perform better in assignments and exams when instructional materials like charts and diagrams are available.				
7	The use of instructional materials in class increases my participation and interest in learning.				
8	When I have access to instructional materials, I feel more confident about my academic performance.				
9	The use of instructional materials has improved my academic results in recent exams.				
10	Instructional materials like educational videos and interactive apps make learning more enjoyable and easier to understand.				
	I believe that the use of instructional materials is essential for improving my academic performance in school.				

**Section C: Checklist for Research Question 2**

**APPENDIX II: STUDENTS' ACADEMIC PERFORMANCE CHECKLIST (SAPC)**

<b>Name of School</b>	<b>Number of Students Enrolled</b>	<b>Number of Students who had 5 Credits and Above</b>	<b>% of Students who had 5 Credits and Above</b>	<b>Mathematics and English</b>
<b>School Year</b>	<b>2021/2022</b>	<b>2021/2022</b>	<b>2021/2022</b>	<b>2021/2022</b>
<b>Asoro Junior Secondary School</b>				
<b>Edo Boys Junior Secondary School</b>				
<b>Egor Junior Secondary School</b>				
<b>Evbareke Junior Secondary School</b>				
<b>Evbotubu Junior Secondary School</b>				
<b>Eweka Junior Secondary School</b>				
<b>Government Science &amp; Technical Junior Secondary School</b>				
<b>Iyoba Girls Junior Secondary School</b>				
<b>Ohonre Junior Secondary School</b>				
<b>Okhokhugbo Junior Secondary School</b>				
<b>Use Junior Secondary School</b>				
<b>Uselu Junior Secondary School</b>				

**Section D:**

**Research Question 3: What is the relationship between the use of instructional materials and students' Academic performance in public secondary schools in Egor Local Government Area of Edo State?**

S/N	Visual Materials	SA	A	D	SD
1.	Visual materials (like charts, diagrams, and posters) make understanding complex subjects easier.				
2.	I find it easier to recall information during exams when visual materials are used in class.				
3.	Instructional visual materials help me understand abstract concepts more clearly.				
4.	The use of visual materials in subjects like science and mathematics improves my academic performance.				
	<b>Audio Materials</b>				
5	Audio materials (such as recorded lectures or podcasts) help me better understand the subjects being taught.				
6	Listening to audio materials makes learning more engaging and increases my retention of information.				
7	Audio materials are particularly helpful in language and literature studies, improving my comprehension.				
8	I believe that using audio materials regularly would enhance my academic performance.				
	<b>Audio-Visual Materials</b>				
9	Audio-visual materials (like educational videos and documentaries) make learning more enjoyable and easier to understand.				
10	The use of audio-visual materials helps me understand real-life applications of theoretical knowledge.				
11	I perform better in exams and assignments when audio-visual materials are incorporated into lessons.				
12	Watching educational videos or documentaries makes learning more memorable for me.				

	<b>Digital/Online Materials</b>				
13	Digital materials (such as e-books and online platforms) provide me with more learning resources than traditional textbooks.				
14	I believe that digital/online materials improve my academic performance by providing interactive learning experiences.				
15	Using online resources allows me to learn at my own pace, improving my understanding and performance.				
16	I feel that digital/online materials help me stay more engaged and focused during lessons.				