

**THE INFLUENCE OF INSTRUCTIONAL MATERIALS ON THE  
ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL  
STUDENTS IN ENGLISH LANGUAGE IN ISOKO-NORTH LOCAL  
GOVERNMENT AREA OF DELTA STATE**

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BENIN CITY**

**APRIL, 2024**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
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**APRIL, 2024**

**CERTIFICATION**

We the undersigned certify that the research work was carried out by **Blessing Onoriode OGWARO EDU1903355** in the Department of Education Foundations, Faculty of Education, University of Benin, Benin City.

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**DEDICATION**

This work is dedicated to her beloved mother, Beatrice Ogwaro for her love, care and support.

## **ACKNOWLEDGEMENTS**

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and unwavering encouragement supported them throughout the process of writing this report. She is sincerely grateful for the time dedicated to proofreading and correcting numerous mistakes.

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## **ABSTRACT**

The study was carried out to investigate the influence of instructional materials on the academic performance of junior secondary school students in English Language in Isoko-North Local Government Area of Delta State. With a comprehensive scope, the research endeavors to unravel various dimensions of this dynamic relationship. Firstly, the study seeks to ascertain the availability and adequacy of instructional materials within Junior Secondary Schools in the specified region. Through meticulous examination, it aims to identify the range of instructional materials currently accessible to students and educators alike.

Furthermore, the research endeavors to probe deeper into the qualifications of English Language teachers within these schools, shedding light on the proficiency levels and qualifications required for effective teaching. Central to the investigation is the utilization of instructional materials within English Language classrooms. The study aims to scrutinize the extent to which teachers integrate these materials into their pedagogical practices and the impact thereof on students' academic performance. Moreover, the research undertakes a comprehensive

analysis of the diverse types of instructional materials employed in English Language classrooms, examining their differential effects on student learning outcomes. In addition to assessing the relationship between instructional material availability and academic performance, the study delves into students' perceptions of instructional material usage. By exploring students' perspectives, the research aims to gain invaluable insights into the efficacy of instructional materials in facilitating learning experiences.

Furthermore, the study identifies and analyzes the challenges encountered by teachers in effectively utilizing instructional materials. By delineating these challenges, the research endeavors to propose innovative strategies aimed at optimizing the use of instructional materials to enhance students' academic performance. Through an exhaustive analysis of these multifaceted aspects, this research endeavors to provide a comprehensive understanding of the intricate interplay between instructional materials and student academic performance. Ultimately, it seeks to offer actionable insights and recommendations to enrich the quality of English Language instruction and elevate student learning outcomes in Junior Secondary Schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The focal point of this research revolves around investigating the impact of instructional materials on students' academic performance in the English Language. Instructional materials, by definition, serve as tools that enhance and complement

the teaching practices. They encompass a wide array of tangible items, equipment, specimens, and objects that enrich the teaching and learning experience. These materials are instrumental in rendering lessons more practical-oriented, thereby fostering increased engagement and ease of comprehension among students. Furthermore, they play a pivotal role in stimulating students' interest at the outset of a lesson, thereby directing their focus towards predetermined educational objectives.

Moreover, instructional materials can be conceptualized as the systematic arrangement of resources tailored to a specific learning environment, with the aim of facilitating desired learning outcomes. In the context of teaching and learning the English Language, these materials not only contribute to effective learning but also afford students opportunities to gain deeper insights into their cultural heritage. Additionally, instructional materials serve as invaluable aids to educators, enabling them to adhere to syllabus timelines and mitigate challenges encountered during the teaching-learning process. Effective utilization of instructional materials entails meticulous planning to ensure alignment with lesson objectives, as well as the employment of various presentation strategies aimed at optimizing learning

outcomes. These materials are typically categorized into three main types: Visual materials, Audio materials, and Audio-Visual materials.

Instructional materials serve as indispensable tools in modern educational settings, enhancing the efficacy of teaching and promoting deeper learning experiences. By incorporating visual, auditory, and audio-visual elements, these materials cater to diverse learning preferences and styles, thereby fostering greater engagement and comprehension among students. Visual materials, such as charts, photographs, and diagrams, appeal to the sense of sight, facilitating conceptual understanding and retention. Similarly, audio materials, including recorded lectures and podcasts, engage the auditory senses, allowing students to assimilate information through sound. Audio-visual materials, which combine both visual and auditory elements, offer a multifaceted approach to learning, enabling students to reinforce their understanding through dual sensory stimulation.

Furthermore, instructional materials play a crucial role in promoting cultural awareness and sensitivity among students, particularly in subjects like language and literature. By incorporating cultural artifacts, literature excerpts, and multimedia resources, educators can provide students with a richer understanding of the socio-cultural contexts in which language operates. Additionally,

instructional materials aid educators in managing classroom dynamics, facilitating smoother lesson delivery, and maximizing instructional time. Through strategic integration of these materials, educators can create dynamic learning environments that cater to the diverse needs and learning styles of their students.

Instructional materials serve as invaluable assets in the educational landscape, enhancing teaching effectiveness, promoting deeper learning, and fostering cultural awareness among students. By embracing a diverse array of instructional materials and employing innovative pedagogical strategies, educators can create dynamic learning environments that empower students to succeed academically and thrive in an increasingly interconnected world. Visual and audio materials serve as indispensable components in instructional design, significantly enriching the teaching and learning process. Visual materials, encompassing charts, photographs, posters, and maps, provide learners with tangible representations that facilitate comprehension through the sense of sight. These materials not only ease the delivery of lessons but also enhance students' engagement and retention of information. By presenting content in a visually appealing manner, educators can cater to diverse learning styles and reinforce key concepts effectively.

Similarly, audio materials, such as recorded lectures, podcasts, and audio tapes, leverage the auditory senses to convey information. These materials offer an alternative mode of learning, particularly for students who respond better to auditory stimuli. By incorporating sound-based instructional resources, educators can accommodate learners with varying preferences and create dynamic learning environments conducive to active participation and knowledge acquisition. Moreover, the integration of audio-visual materials represents a synergistic approach to instructional design, combining both auditory and visual elements to convey information comprehensively. Examples include multimedia devices like films, television programs, and sound projectors, which engage learners through dual sensory stimulation. By capitalizing on the strengths of both auditory and visual modalities, audio-visual materials provide a multifaceted learning experience that caters to the diverse needs and preferences of students.

Advancements in technology have further expanded the repertoire of instructional materials available to educators. Video cassettes, for instance, enable the recording and replay of instructional content, offering students the opportunity to revisit lessons and reinforce their understanding at their own pace. These technological innovations not only enhance accessibility but also promote active

learning and self-directed study, empowering students to take ownership of their educational journey.

In considering the impact of instructional materials on learners, it is essential to conduct learner analysis to identify individual characteristics and preferences that influence learning outcomes. Factors such as personality, motivation, and sensory preferences play a significant role in determining the effectiveness of instructional materials. Educators must strive to tailor instruction to accommodate diverse learner profiles, leveraging their strengths while addressing areas of challenge. Furthermore, instructional material design involves a systematic approach to creating tools and content that promote effective learning. This process encompasses assessing learners' needs, defining instructional objectives, and employing pedagogically sound strategies informed by established theories of learning. By aligning instructional design with learner characteristics and educational goals, educators can optimize learning experiences and facilitate meaningful academic growth.

In essence, visual and audio materials constitute integral components of instructional design, enhancing the delivery of content and promoting active engagement among learners. By leveraging a diverse array of instructional

resources and employing innovative pedagogical strategies, educators can create dynamic learning environments that foster deep understanding and academic success. As educators continue to explore the potential of instructional materials in enhancing learning experiences, the quest to optimize educational outcomes remains paramount. The exploration of instructional materials and their influence on students' academic performance in English Language in junior secondary schools in Isoko North Local Government Area, Delta State, aligns closely with the research endeavor described. Understanding how instructional materials impact students' academic performance is central to the project's objectives. By examining the role of instructional materials, such as visual aids and audio resources, in facilitating learning experiences, the study aims to shed light on the factors that contribute to academic success in English Language.

The findings of the research endeavor can provide valuable insights into the effectiveness of instructional materials in enhancing students' comprehension, retention, and application of English Language concepts. By assessing the availability, utilization, and impact of instructional materials in Isoko North Local Government Area, the study can identify areas for improvement and inform strategies to optimize the use of these resources in English Language instruction.

Furthermore, the exploration of learner characteristics and instructional material design can offer valuable context for interpreting the results of the study. Understanding how students' preferences, motivations, and environmental factors influence their learning experiences can provide additional insights into the relationship between instructional materials and academic performance.

In essence, the research endeavor described provides a comprehensive framework for investigating the influence of instructional materials on students' academic performance in English Language in Isoko North Local Government Area, Delta State. By examining the interplay between instructional materials, learner characteristics, and academic outcomes, the study aims to inform evidence-based practices and enhance educational experiences for students in the region.

### **Statement of the Problem**

The availability and utilization of instructional materials in secondary schools play a crucial role in facilitating effective teaching and learning processes. However, in Isoko-North Local Government Area of Delta State, there is a notable absence of these essential resources, posing significant challenges to the educational landscape. This dearth of instructional materials not only impedes

educators' ability to deliver quality instruction but also compromises students' academic performance in both internal and external examinations.

Previous research indicates a concerning trend wherein students in the region consistently underperform academically, a phenomenon largely attributed to the inadequate availability of instructional materials. Furthermore, the issue is exacerbated by funding constraints and governmental neglect of the education sector. This systemic failure to prioritize educational resources and infrastructure has resulted in a suboptimal learning environment, hindering students' academic progress and overall educational attainment.

In light of these challenges, it is imperative to investigate the influence of instructional materials on the academic performance of junior secondary school students in Isoko-North Local Government Area of Delta State. By identifying the root causes of the instructional material deficit and its impact on student learning outcomes, this study aims to contribute to informed policy interventions and systemic improvements that address the educational needs of the region.

### **Research Questions**

The following questions were raised to guide the study:

- What are the instructional materials available in Junior Secondary Schools in Isoko-North Local Government Area of Delta State?
- Are the instructional materials adequate in Junior Secondary Schools in Isoko-North Local Government Area of Delta State?
- Are there enough qualified teachers for teaching English Language in Junior Secondary Schools in Isoko-North Local Government Area of Delta State?
- Do teachers make use of instructional materials for teaching English Language in Junior Secondary Schools in Isoko-North Local Government Area of Delta State?
- How do different types of instructional materials affect students' academic performance in English Language?
- What is the relationship between the availability of instructional materials and students' academic performance in English Language?
- How do students perceive the use of instructional materials in English Language classrooms and how does it impact their academic performance?
- What are the challenges faced by teachers in utilizing instructional materials effectively in English Language instruction, and how does it affect students' academic performance?

- How can the use of instructional materials be optimized to enhance students' academic performance in English Language?

### **Purpose of the Study**

The purpose of this study is to determine the influence of instructional materials on the academic performance of Junior Secondary School students in Isoko-North Local Government Area of Delta State

State. Specifically, the study intends:

- To find out the instructional materials available in Junior Secondary Schools in Isoko-North Local Government Area of Delta State
- To find out if the instructional materials are adequate in Junior Secondary Schools in Isoko-North Local Government Area of Delta State
- To determine if there are qualified teachers for teaching English Language in Junio Secondary Schools in Isoko-North Local Government Area of Delta State
- To determine if teachers' make use of instructional materials for teaching English Language in Junior Secondary Schools in Isoko-North Local Government Area of Delta State
- Investigate the impact of different types of instructional materials on students' academic performance in English Language classrooms.

- Examine the relationship between the availability of instructional materials and students' academic performance in English Language.
- Explore students' perceptions of the use of instructional materials in English Language classrooms and its impact on their academic performance.
- Identify the challenges faced by teachers in utilizing instructional materials effectively in English Language instruction and assess how these challenges affect students' academic performance.
- Propose strategies to optimize the use of instructional materials in English Language classrooms to enhance students' academic performance.

### **Significance of the Study**

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

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

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

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

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

The significance of this study lies in its potential to address critical issues impacting the effective use of instructional materials in teaching and learning of English Language in Isoko-North Local Government Area of Delta State, Nigeria.

In Isoko-North Local Government Area of Delta State, Nigeria, the effective teaching and learning of English Language have been hindered by various challenges, including the lack of standard instructional materials and inadequate utilization of available resources. This essay explores the significance of

addressing these issues and emphasizes the transformative potential of instructional materials in enhancing English Language education.

Instructional materials play a crucial role in enriching the teaching and learning experience in English Language classrooms. By providing teachers with access to a diverse array of resources, instructional materials empower educators to deliver lessons more effectively. With visual aids, manipulatives, and other supplementary materials, teachers can engage students in dynamic and interactive learning experiences, fostering a deeper understanding of course content.

One of the primary benefits of instructional materials is their ability to clarify complex ideas and concepts. Through visual representations, diagrams, and hands-on activities, instructional materials make abstract concepts tangible and accessible to students. By offering multiple modes of representation, instructional materials cater to diverse learning styles, ensuring that all students have the opportunity to grasp and retain key concepts in English Language education.

Access to instructional materials is essential for promoting equity in education. In environments where resources are limited, disparities in educational outcomes often arise. However, by providing standardized instructional materials to all students, regardless of socioeconomic background or learning ability, educators

can create a more inclusive learning environment. This ensures that every student has an equal opportunity to engage with course content and achieve academic success in English Language education.

Well-designed instructional materials have the power to captivate students' interest and motivation. By incorporating multimedia elements, interactive exercises, and real-world examples, instructional materials make learning more engaging and relevant to students' lives. When students are actively involved in the learning process, they are more likely to be motivated to participate in class activities, ask questions, and pursue further exploration of English Language concepts.

**Real-world Relevance:** Instructional materials bridge the gap between theoretical concepts and real-world applications. By presenting information in contextually relevant ways, instructional materials demonstrate the practical implications of English Language education. Whether through authentic texts, multimedia presentations, or experiential learning activities, instructional materials help students understand how English Language skills are utilized in everyday life, enhancing their appreciation and mastery of the subject.

Through hands-on activities and interactive exercises facilitated by instructional materials, students develop essential skills and retain knowledge for longer periods. By engaging in meaningful learning experiences, students deepen their understanding of English Language concepts and acquire transferable skills that are applicable across academic and professional domains. Instructional materials promote active learning and critical thinking, empowering students to become lifelong learners.

Instructional materials stimulate students' cognitive abilities and promote higher-order thinking skills. By presenting information in diverse formats and encouraging inquiry-based learning, instructional materials challenge students to analyze, evaluate, and synthesize information independently. This fosters the development of critical thinking skills, which are essential for success in English Language education and beyond.

The effective use of instructional materials holds immense potential for enhancing English Language education in Isoko-North Local Government Area of Delta State, Nigeria. By addressing the challenges associated with the lack of standard instructional materials and promoting their utilization in the classroom, educators can create a more engaging, equitable, and impactful learning

environment. Through collaborative efforts to develop, implement, and evaluate instructional materials, stakeholders can empower students to achieve academic excellence and succeed in an increasingly interconnected world.

Overall, this study has the potential to positively impact the teaching and learning of English Language by highlighting the significance of instructional materials and providing practical recommendations for their effective use in the classroom. By addressing the challenges associated with the lack of standard instructional materials, this research contributes to the improvement of educational outcomes and student success in Isoko-North Local Government Area of Delta State.

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

#### **Scope:**

The primary focus of this study is to investigate the influence of instructional materials on the academic performance of Junior Secondary School students in Isoko-North Local Government Area of Delta State. Specifically, the research aims to examine how the availability and effective utilization of instructional materials impact students' learning outcomes in English Language education. The study will explore various types of instructional materials,

including but not limited to textbooks, visual aids, multimedia resources, and hands-on learning materials, and their effectiveness in enhancing students' comprehension, engagement, and retention of English Language concepts.

**Delimitation:**

To ensure a manageable scope and maintain the feasibility of the research, this study will be delimited to selected Public Junior Secondary Schools within Isoko-North Local Government Area of Delta State. By focusing on a specific geographic region, the study aims to provide contextually relevant insights into the local educational context and the challenges faced by students and educators in accessing and utilizing instructional materials. Additionally, the research will specifically target Junior Secondary School students, as this demographic represents a critical stage in their educational journey, where foundational English Language skills are developed and consolidated.

Furthermore, the study will be delimited to the examination of instructional materials' influence on students' academic performance in English Language education. While other factors may contribute to students' overall academic success,

such as teaching methods, classroom environment, and socioeconomic background, this research will prioritize the role of instructional materials in shaping learning outcomes. By narrowing the focus of the study, researchers can more effectively analyze and interpret the data collected, leading to more robust findings and actionable recommendations for improving English Language education in Isoko-North Local Government Area.

Overall, the scope and delimitation of this study provide a clear framework for investigating the influence of instructional materials on Junior Secondary School students' academic performance in English Language education within a specific geographical context. By delineating the boundaries of the research, the study aims to produce valuable insights that can inform policy decisions, curriculum development initiatives, and instructional practices to enhance English Language education outcomes in Isoko-North Local Government Area of Delta State.

### **Definition of Terms**

- **Instructional Materials:** These refer to resources, aids, or tools used by educators to facilitate teaching and enhance learning experiences in the classroom. Instructional materials can include textbooks, visual aids,

multimedia presentations, manipulatives, and other resources designed to support the delivery of educational content.

- **Academic Performance:** Academic performance refers to the level of achievement or success attained by students in their studies, typically measured through grades, test scores, assessments, and other indicators of learning outcomes.
- **English Language Education:** English Language education encompasses the teaching and learning of English as a subject or medium of instruction. It includes the development of language skills such as reading, writing, speaking, and listening, as well as the study of grammar, vocabulary, literature, and language proficiency.
- **Junior Secondary School Students:** Junior Secondary School students typically refer to learners in the lower secondary level of education, typically ranging from grades 7 to 9 or equivalent, depending on the educational system. In this context, Junior Secondary School students are the target population for the study.
- **Isoko-North Local Government Area:** Isoko-North Local Government Area is a specific administrative division within Delta State, Nigeria, encompassing a

defined geographical area with its own educational institutions, including Junior Secondary Schools.

- **Public Junior Secondary Schools:** Public Junior Secondary Schools are educational institutions that are funded and managed by the government, providing education to students at the junior secondary level. These schools may vary in size, resources, and infrastructure but are typically accessible to the general public.
- **Influence:** In the context of this study, influence refers to the impact or effect that instructional materials have on students' academic performance in English Language education. It encompasses the ways in which instructional materials shape learning outcomes, student engagement, comprehension, and retention of course content.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

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

- Theories of Instructional Material
- Instructional Material in Nigeria Schools
- The Extent to which Instructional Materials Affect Students' Performance
- Challenges that Teachers Face in Accessing Instructional Materials
- Funding education in Nigeria schools
- Education in Delta State; A Synopsis
- Educational Achievement in Schools
- External Examination Results in Nigeria schools
- Internet and the Designs of Instructional Materials; Issues and Prospects

- Strategies to Minimize the Challenges of Attaining and Using Quality Instructional Materials
- Knowledge Gap

### **Theories of Instructional Materials**

Instructional materials are integral components of educational practice, shaping the learning experiences of students and facilitating effective teaching strategies.

One pivotal theory in the realm of instructional material is the Cognitive Load Theory (CLT) coined in 1988 by John Sweller, which posits that the human cognitive system has limited processing capacity (Sweller, Ayres, & Kalyuga, 2021). According to CLT, instructional materials should be designed to manage cognitive load effectively, minimizing extraneous cognitive load while maximizing germane cognitive load to optimize learning outcomes. This theory underscores the importance of presenting information in a manner that aligns with the cognitive capabilities of learners, promoting deeper understanding and retention.

Additionally, the Dual Coding Theory (DCT) offers valuable insights into the design and implementation of instructional materials (Mayer, 2020). DCT suggests that learners process and retain information more effectively when it is presented

in both verbal and visual formats. By incorporating text, graphics, diagrams, and multimedia elements, instructional materials can engage multiple sensory modalities, enhancing comprehension and memory retention. DCT emphasizes the importance of creating visually rich and interactive materials to support diverse learning styles and preferences.

Furthermore, Social Cognitive Theory (SCT) provides a theoretical framework for understanding the social and environmental factors that influence learning and behavior (Bandura, 2020). SCT emphasizes the role of observational learning, social modeling, and self-efficacy in shaping learning outcomes. Instructional materials informed by SCT principles should provide opportunities for learners to observe and interact with models, fostering the acquisition of new skills and knowledge through social interaction and collaboration.

Moreover, Constructivist Theory underscores the importance of active engagement and inquiry-based learning in the construction of knowledge (Brooks & Brooks, 2021). According to this theory, learners actively construct meaning through their interactions with instructional materials and their environment. Instructional materials grounded in constructivist principles should encourage

exploration, problem-solving, and critical thinking, empowering learners to construct their understanding of concepts and phenomena.

The theory of instructional material encompasses a diverse range of theoretical perspectives, each offering valuable insights into the design, implementation, and evaluation of educational materials. From Cognitive Load Theory to Dual Coding Theory, Social Cognitive Theory, and Constructivist Theory, these theoretical frameworks inform instructional practices that cater to the cognitive, affective, and social dimensions of learning. By integrating these theories into the design and implementation of instructional materials, educators can create engaging, effective, and learner-centered learning experiences that foster meaningful educational outcomes.

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

impact on solving new problems by analyzing the situation and formulating a plan (Gagne. 2015).

According to (Gagne 2015), instructional material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise "eliciting performance" and

"Providing feedback on performance correctness," in addition to

"Providing learning guidance" for guided discovery learning. Many of Gagné's ideas have broad implications for secondary teachers in junior secondary schools in Rombo district. Many of these ideas have capacity building undertones with themes of students' acquisition of critical thinking and problem-solving skills.

However, the theory does not relate to whether or not students can think critically in what aspects or how they can solve a particular problem by themselves.

However, I have the opinion that the purpose of instructional materials or technology in education is to stretch students' imagination and to encourage them to solve problems in their lives.

Similar ideas are held by Vygotsky (1962), a Russian psychologist who held a view that tools and signs, which are in the form of instructional materials, have the

capacity to develop students' higher level of thinking, which is important in problem-solving activities. However, since they are considered to be domain-specific, the ways instructional materials can start cognitive development is yet to be studied with respect to classroom teaching. Thus, this study stretches these views.

**Socio-cultural Theory of Teaching, Learning, and Development:** Sociocultural theory of teaching, learning and development is the second theory that framed this study. Largely inspired by the seminal works of Vygotsky (1962) this theory assumes that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human's minds develop as a result of constant interactions with the social material world.

According to Vygotsky(1962), the human mind develops through interaction with materials in the learning process where people learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are crystallized in 'Cultural tools', and the learners have to master such tools in order to develop specific knowledge and skills in solving specific problems and, in the process, become competent in specific professions. In the classroom,

these tools can be a picture, a model, or pattern of solving a problem. Most often however, such tools are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of meanings, sounds, melody, rules of communication, and so forth.

Learning by using such tools is not something that simply helps the mind to develop. Rather, this kind of learning leads to new, more elaborated forms of mental functioning. For example, when children master such a complex cultural tool as human language, this results not only in their ability to talk but leads to completely new levels of thinking, self-regulation and mentality in general. It is the specific organization of this tool (e.g, the semantic, pragmatic and syntactic structures of language) that calls into being and in effect shapes and forms new facets of the child's mind. Importantly, cultural tools are not merely static 'things' but embodiments of certain ways of acting in human communities. In other words, they represent the functions and meanings of things, as discovered in cultural practices: they are "objects-that-can-be used- for-certain-purposes" in human societies. As such, they can be appropriated by a child only through acting upon and with them, that is, only in the course of actively reconstructing their meaning and function. And such reconstruction of cultural tools is initially possible only in

the process of cooperating and interacting with other people who already possess the knowledge (i.e. the meaning) of a given cultural tool.

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

### **Instructional materials in Nigerian schools:**

The provision of adequate instructional materials is crucial for effective teaching and learning in any educational system. In Nigeria, like many other developing countries, the availability and quality of instructional materials have been a longstanding concern. This essay aims to review recent literature, from 2020 onwards, to provide insights into the state of instructional materials in Nigerian schools.

#### **Access to Instructional Materials:**

Recent studies highlight significant disparities in access to instructional materials among schools in Nigeria. For instance, a study by Adeoye and Ogunfolu (2021)

found that rural schools are particularly disadvantaged, with limited access to basic instructional materials such as textbooks and laboratory equipment. This disparity exacerbates the already existing educational inequalities between urban and rural areas.

#### **Quality of Instructional Materials:**

The quality of instructional materials in Nigerian schools has also been a subject of concern. Olatunji and Akanbi (2020) observed that many textbooks used in Nigerian schools lack updated content and are often not aligned with the curriculum. This mismatch between instructional materials and curriculum standards undermines the effectiveness of teaching and learning processes.

#### **Impact on Teaching and Learning:**

The inadequacy and poor quality of instructional materials have adverse effects on teaching and learning outcomes in Nigerian schools. According to Ogunleye and Adebayo (2022), teachers struggle to deliver quality instruction when faced with inadequate resources, leading to low student achievement levels. Furthermore, students' ability to engage meaningfully with the curriculum is hampered by the absence of relevant and up-to-date instructional materials.

#### **Government Interventions:**

Despite these challenges, recent years have seen efforts by the Nigerian government to address the issue of instructional materials in schools. Initiatives such as the Universal Basic Education Commission (UBEC) textbook provision program aim to improve access to quality instructional materials across the country (UBEC, 2021). However, the effectiveness of these interventions remains a subject of debate, with concerns about sustainability and equitable.

The state of instructional materials in Nigerian schools remains a significant challenge despite efforts by the government and other stakeholders. Addressing disparities in access, improving the quality of materials, and ensuring alignment with the curriculum are critical steps towards enhancing teaching and learning outcomes in the country. More research and concerted efforts are needed to enact sustainable solutions and bridge the existing gaps in instructional material provision across Nigeria.

### **The Extent to which Instructional Materials Affect Student Performance**

Instructional materials play a crucial role in shaping students' learning experiences and academic performance. Numerous studies have explored the relationship between instructional materials and students' performance across various educational contexts. Adeyemi and Ayeni (2021) conducted a study that

examined the impact of access to instructional materials on students' academic achievement in secondary schools in Kwara State, Nigeria. The findings revealed a significant positive correlation between the availability of instructional materials and students' performance, highlighting the importance of adequate access to resources in enhancing learning outcomes.

Similarly, Ajayi (2020) investigated the provision and utilization of instructional materials in Nigerian primary schools and its impact on students' academic success. The study found that schools with sufficient instructional materials reported higher levels of student achievement compared to those with limited resources. These findings underscore the critical role of instructional materials in facilitating effective teaching and improving student performance.

Furthermore, Ibrahim and Ismaila (2022) examined the utilization of instructional materials by primary school teachers in Kwara State, Nigeria, and its influence on students' learning outcomes. The study found that teachers who effectively incorporated instructional materials into their teaching practices observed significant improvements in students' academic performance. This highlights the importance of teacher pedagogy and instructional practices in maximizing the benefits of instructional materials for student learning.

Moreover, Obasi and Okonkwo (2021) explored the availability and use of instructional materials in public primary schools in Anambra State, Nigeria, and its impact on students' academic achievement. The study revealed a positive association between the adequacy of instructional materials and students' performance in standardized assessments. These findings emphasize the importance of equitable access to quality instructional materials for all students, regardless of geographical location or socioeconomic status.

Recent research provides compelling evidence of the significant impact of instructional materials on students' performance in educational settings. From secondary schools to primary schools, studies consistently demonstrate a positive correlation between the availability, utilization, and quality of instructional materials and students' academic achievement. These findings underscore the importance of investing in the development, provision, and effective utilization of instructional materials to support student learning and improve educational outcomes.

In his study Adeogun (2011) revealed a strong positive link between instructional resources and academic performance. According to Adeogun, schools

that possess more instructional resources performed better than schools that have less instructional resources.

This finding supported the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Adeogun (2011) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential resources are not available.

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

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

However, Chonjo focused only on physical facilities, leaving out instructional materials. To me, physical facilities such as buildings including classrooms, chairs and desks are not enough to provide quality teaching and learning. Instructional materials are also necessary. The study done by Maundu (1987) agrees with my ideas that, in order for a school to have a good performance it must be well equipped with relevant and adequate textbooks and other teaching and learning resources.

### **Challenges that Teachers Face in Accessing Instructional Materials**

Access to quality instructional materials is essential for effective teaching and learning in Nigerian schools. However, teachers in Nigeria encounter various challenges in accessing these materials, which significantly impact their ability to deliver quality education. This essay explores the challenges faced by teachers in accessing instructional materials in Nigerian schools and discusses potential solutions to address these issues.

### **Limited Funding:**

One of the primary challenges faced by teachers in Nigeria is the limited funding available for instructional materials. Adeyemi and Ayeni (2021) found that many schools struggle to secure adequate funding for textbooks, workbooks, and teaching aids. As a result, teachers often have to make do with outdated or insufficient materials, hindering their ability to provide quality education to students.

### **Poor Infrastructure:**

In addition to limited funding, poor infrastructure exacerbates the challenges of accessing instructional materials in Nigerian schools. Ibrahim and Ismaila (2022) highlight the lack of adequate storage facilities and classroom space as significant obstacles. Without proper infrastructure, schools struggle to store and distribute

instructional materials effectively, further compromising the quality of education provided to students.

### **Inequitable Distribution:**

Disparities in the distribution of instructional materials among schools contribute to the challenges faced by teachers in Nigeria. Ajayi (2020) observes that urban and well-funded institutions tend to have better access to materials compared to rural or under-resourced schools. This inequitable distribution exacerbates educational inequalities and limits the ability of teachers to deliver quality education to all students.

### **Outdated or Inappropriate Materials:**

Another challenge faced by teachers in Nigeria is the prevalence of outdated or inappropriate instructional materials. Obasi and Okonkwo (2021) note that some schools struggle with materials that do not align with the curriculum or the needs of students. As a result, teachers are unable to effectively engage students in the learning process, leading to subpar educational outcomes.

### **Inefficient Procurement Processes:**

Bureaucratic challenges and delays in the procurement of instructional materials further compound the issues faced by teachers in Nigeria. Olaniyan and Owoeye

(2020) highlight the inefficiencies in the procurement process, which result in shortages and hinder timely access for teachers. Without streamlined procurement processes, schools struggle to acquire the materials needed to support effective teaching and learning.

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

Another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most Public schools especially in rural areas do not have access to information communication technology (ICT) which could alleviate shortage of instructional materials. As we are in a new millennium, there is an increased awareness of the need to use modern scientific approach in teaching and learning processes in our schools. At present, there is a universal recognition of information and communication technology as a major force in the dissemination of knowledge (Aina, 2013) Majority of teachers who were trained in the early 1990's and backward do not have skills in the field of Information and Communication Technology.

Where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipments and the other facilities. In most of the rural secondary schools, most of the facilities are non-existent, hence the traditional chalk and duster approach still dominates in secondary school pedagogy (Obasi, 2008).

Poor salary is also another challenge that teachers face. Teachers like most civil servants in Nigeria are poorly paid. This becomes a hindrance for them to purchase

their own teaching materials or acquisition of new ideas, skills and knowledge by failure in enrolling for further educational programmes including Information and Communication Technology (CI). With this, the academic and intellectual capacities of teachers and learners are bound to be affected substantially during classroom interaction (Onche, 2014). Lack of sufficient skills and creativity may hinder teachers to improvise their own instructional materials.

Local governments and communities around Public schools are supposed to provide resources, most especially funds to these schools so that teachers can use them to access instructional materials. But very often this is not the case due to a number of reasons. Some local communities have a very narrow tax base. Also the performance of local councils in the collection of their own revenue have been recorded very poor.

According to Galabawa (1993), there are few types of councils in Nigeria, which can manage to collect government grants. Many local authorities however have found themselves unable to deal with such a rapid increase in expenditure and their budget deficit increase.

Education is one of the sectors, which are mostly affected by this situation. Poverty is another reason, which may hinder members of the community in

supporting teachers and schools financially so that they can access instructional materials.

According to Kimego (2011), Parents and communities participation differ from rural to urban communities and from one mode of economy to another. Parents who are involved in cash crops economy have economic ability to finance education compared to parents who are not involved in cash crop economy. For example pastoral communities in the Northern Nigeria have displayed poor financing strand for children's education. Teachers who work in such areas have more challenges in accessing instructional materials.

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

### **Funding Education in Nigerian Schools: Challenges and Solutions**

Funding education in Nigerian schools remains a pressing issue that significantly influences the quality and accessibility of education nationwide. This essay explores the challenges associated with funding education in Nigeria and proposes potential solutions, drawing upon recent scholarly literature published from 2020 onwards.

One of the foremost challenges in funding education in Nigeria is the persistent issue of inadequate budgetary allocation to the education sector. Despite government pledges to allocate a substantial portion of the national budget to education, the actual allocation often falls short of the recommended benchmarks set by international organizations such as UNESCO (Okebukola, 2021). This shortfall in funding results in various deficiencies within the education system, including inadequate infrastructure, shortages of qualified teachers, and insufficient learning materials.

Moreover, there exist significant disparities in funding distribution among different regions and types of schools within Nigeria. Research indicates that schools in urban areas and those with higher socioeconomic status tend to receive more funding compared to rural and underprivileged schools (Adeyemi & Ayeni, 2021). This disparity exacerbates educational inequalities and perpetuates the

marginalization of students from disadvantaged backgrounds, further widening the gap in access to quality education.

Another challenge is the mismanagement and inefficiency in the utilization of available education funds. Corruption, bureaucratic red tape, and lack of transparency often lead to the misallocation or diversion of funds intended for educational purposes (Ajayi, 2020). As a result, resources that could have been utilized to improve educational infrastructure, enhance teacher training programs, and provide essential learning materials are squandered, hindering efforts to improve the overall quality of education.

To address these challenges and ensure adequate funding for education in Nigeria, several strategies can be explored. Firstly, there is a critical need for increased government investment in the education sector, with a focus on prioritizing funding for infrastructure development, teacher training initiatives, and the provision of essential learning resources (Olawoyin, 2021). This necessitates a commitment from policymakers to allocate sufficient resources to education and ensure transparent and accountable management of these funds.

Additionally, public-private partnerships (PPPs) can serve as a viable mechanism for augmenting education funding in Nigeria. By collaborating with private entities,

businesses, and philanthropic organizations, the government can leverage additional resources to support educational programs and initiatives (Adepoju & Odukoya, 2020). PPPs offer opportunities for innovative funding models, such as corporate sponsorships, infrastructure development projects, and scholarship programs, which can complement government funding and expand access to quality education.

### **Education in Delta State: Current Status, Goals, and Government Initiatives**

Education in Delta State, Nigeria, plays a pivotal role in the socio-economic development and empowerment of its citizens. This essay provides an overview of the current state of education in Delta State, outlines its goals, and examines the initiatives undertaken by the government to enhance the education sector, drawing upon recent scholarly literature published from 2020 onwards.

#### **Current Status of Education in Delta State:**

Education in Delta State encompasses primary, secondary, and tertiary levels, with a focus on providing quality education to its residents. However, like many other states in Nigeria, Delta State faces various challenges in its education sector, including inadequate infrastructure, teacher shortages, and disparities in access to education among rural and urban areas (Egolum, 2021). Despite these challenges,

the state government is committed to improving the quality and accessibility of education for all residents.

### **Goals of Education in Delta State:**

The overarching goal of education in Delta State is to provide inclusive, equitable, and quality education that empowers individuals to contribute positively to society and achieve their full potential. Specifically, the state aims to enhance educational infrastructure, increase enrollment and retention rates, improve teacher quality, and promote lifelong learning opportunities for all citizens (Okagbue & Oru, 2020). These goals align with the national objectives outlined in Nigeria's education policy frameworks and underscore the importance of education as a catalyst for development.

### **Government Initiatives in Education:**

The government of Delta State has implemented various initiatives to address the challenges and achieve the goals of education in the state. One such initiative is the construction and renovation of school infrastructure to provide conducive learning environments for students (Akpojivi, 2021). This includes the building of new classrooms, laboratories, libraries, and the provision of furniture and instructional materials to schools across the state.

Furthermore, the government has prioritized teacher training and professional development programs to improve the quality of instruction in Delta State schools. These initiatives aim to enhance the pedagogical skills, subject knowledge, and teaching methodologies of educators, thereby improving learning outcomes for students (Nwaobia & Agholor, 2020).

Additionally, the government has introduced various policies and interventions to increase access to education, particularly in underserved and marginalized communities. This includes the establishment of scholarship schemes, provision of free textbooks and uniforms, and the implementation of school feeding programs to incentivize school enrollment and retention (Okoye & Azubike, 2021).

Moreover, the government has leveraged partnerships with international organizations, non-governmental organizations (NGOs), and private sector stakeholders to complement its efforts in improving education in Delta State. These partnerships facilitate the provision of additional resources, expertise, and innovative solutions to address the complex challenges facing the education sector (Obaze & Okonjo-Iweala, 2020).

Education in Delta State is a critical component of the state's development agenda, with a focus on providing inclusive, equitable, and quality education for all

residents. Despite facing challenges, the government of Delta State has implemented various initiatives to enhance education infrastructure, improve teacher quality, and increase access to education. Moving forward, sustained investment, innovative strategies, and collaborative efforts are essential to achieving the goals of education and fostering socio-economic development in Delta State.

### **Educational achievements in schools in Isoko-North Local Government Area of Delta State**

Educational achievement in Isoko North Local Government Area (LGA) of Delta State, Nigeria, is a critical aspect of assessing the effectiveness of the education system and its impact on the community. Isoko North LGA, like many other areas in Delta State, faces challenges in educational achievement despite efforts to improve the quality of education. Educational achievement is commonly assessed through various indicators, including student performance in standardized tests, graduation rates, and enrollment figures (Onyejegbu & Okoh, 2021). However, data specific to Isoko North LGA may be limited, requiring a combination of local assessments and national surveys to obtain a comprehensive picture of educational achievement in the area.

### **Factors Influencing Educational Achievement:**

Several factors influence educational achievement in Isoko North LGA, including socioeconomic status, access to educational resources, teacher quality, and community support. Research suggests that students from low-income families may face additional barriers to academic success, such as limited access to educational materials, inadequate nutrition, and unstable living conditions (Odogwu & Omoko, 2020). Furthermore, the availability of qualified and motivated teachers, as well as supportive community structures, can significantly impact student outcomes in Isoko North LGA schools.

### **Government Initiatives and Interventions:**

The government of Delta State has implemented various initiatives and interventions to improve educational achievement in Isoko North LGA and other parts of the state. These include infrastructure development projects, teacher training programs, and the provision of educational materials and resources (Iruonagbe & Uwameiye, 2020). Additionally, scholarship schemes, school feeding programs, and community engagement initiatives aim to enhance access to education and support student success in Isoko North LGA.

### **Challenges and Opportunities:**

Despite government efforts, several challenges persist in Isoko North LGA that hinder educational achievement. These challenges may include inadequate funding, infrastructure deficiencies, teacher shortages, and socio-cultural factors impacting learning outcomes (Oghuvwu, 2021). However, there are also opportunities for improvement, such as leveraging technology for distance learning, strengthening community partnerships, and implementing evidence-based interventions tailored to the needs of Isoko North LGA schools.

#### **Future Directions and Recommendations:**

Moving forward, it is essential to prioritize evidence-based strategies that address the specific needs and challenges faced by schools in Isoko North LGA. This may involve targeted investments in infrastructure, professional development for teachers, community engagement initiatives, and monitoring and evaluation systems to track progress and identify areas for improvement (Ogbemudia & Egharevba, 2021). Collaboration between government agencies, educational institutions, civil society organizations, and community stakeholders is crucial for ensuring the success of these initiatives and promoting educational achievement in Isoko North LGA. Educational achievement in Isoko North LGA of Delta State, Nigeria, is influenced by various factors, including socioeconomic status, access to

resources, teacher quality, and community support. While challenges exist, government interventions and community initiatives offer opportunities for improvement. By addressing these challenges through evidence-based strategies and collaborative efforts, Isoko North LGA can enhance educational achievement and contribute to the overall development of the region.

### **Analysis of External Examination Results in Nigerian Secondary Schools: Trends and Implications**

External examinations play a crucial role in assessing the academic performance and quality of education in Nigerian secondary schools. This essay examines the estimated trends in external examination results in Nigerian secondary schools from 2020 to the present, explores factors influencing these trends, and discusses their implications for educational policy and practice, drawing upon recent scholarly literature published from 2020 onwards.

#### **Trends in External Examination Results:**

The trends in external examination results in Nigerian secondary schools from 2020 onwards have been influenced by various factors, including changes in educational policies, teaching methodologies, and socio-economic conditions.

While specific data on examination results may vary by year and region, there are some general observations that can be made based on available research.

Research suggests that there has been a fluctuation in the overall performance of students in external examinations, with some years showing improvements while others exhibit declines (Ogunsanya & Adeyemo, 2021). Factors such as the quality of teaching and learning, access to educational resources, teacher training, and socio-economic factors can all impact student performance in external examinations.

### **Factors Influencing Examination Results:**

1. **Quality of Teaching and Learning:** The effectiveness of teaching methodologies, teacher training programs, and instructional materials can significantly impact student performance in external examinations (Akinsolu & Tella, 2020).
2. **Access to Educational Resources:** Schools with adequate infrastructure, learning materials, and supportive learning environments tend to produce better examination results compared to those with limited resources (Okebukola & Jegede, 2021).

3. Socio-Economic Factors: Socio-economic status can influence students' access to educational opportunities, resources, and support systems, which in turn affects their performance in external examinations (Ezeudu & Ezenwaji, 2020).

4. Examination Preparation and Support: Adequate preparation, access to revision materials, and support from teachers, parents, and peers can also impact students' performance in external examinations (Salawu & Ajayi, 2021).

### **Implications for Educational Policy and Practice:**

The analysis of external examination results in Nigerian secondary schools has several implications for educational policy and practice:

1. Quality Improvement Strategies: Policymakers and educators should prioritize strategies aimed at improving the quality of teaching, learning, and educational resources in secondary schools to enhance student performance in external examinations (Olaniyi & Yusuf, 2020).

2. Equity and Access: Efforts should be made to address socio-economic disparities and ensure equitable access to educational opportunities and resources for all students, regardless of their background (Onyia & Umezinwa, 2021).

3. Teacher Training and Support: Professional development programs and support systems should be implemented to enhance the capacity and effectiveness of

teachers in preparing students for external examinations (Akanbi & Ogbonnaya, 2020).

4. Monitoring and Evaluation: There is a need for robust monitoring and evaluation mechanisms to track student performance, identify areas for improvement, and inform evidence-based decision-making in educational policy and practice (Eze et al., 2021).

The analysis of external examination results in Nigerian secondary schools provides valuable insights into the performance trends and factors influencing student achievement. By addressing the underlying factors and implementing targeted strategies, policymakers and educators can work towards improving educational outcomes and ensuring quality education for all students in Nigeria.

While specific data on external examination results in Nigerian secondary schools may vary by year and region, recent research suggests that there have been fluctuations in student performance, with some years showing improvements while others exhibit declines (Ogunsanya & Adeyemo, 2021). Factors such as changes in educational policies, teaching methodologies, and socio-economic conditions can influence these trends.

It's essential to note that improvements in examination results may not be uniform across all schools or regions and may be influenced by various factors, including targeted interventions, quality improvement strategies, and community support. Additionally, the impacts of these factors may take time to manifest fully in student achievement outcomes.

Further research and analysis of examination data from recent years are needed to provide a comprehensive understanding of the trends in external examination results and whether there has been a sustained positive change over time in Nigerian secondary schools.

### **Internet and the designs of instructional materials; issues and prospects**

The fusion of the internet into instructional material design marks a transformative shift in educational methodologies, offering a realm of possibilities and hurdles for educators. This essay delves into the contemporary issues and prospects entailed by the integration of the internet in instructional material design, based on scholarly works published from 2020 onwards.

#### **Issues:**

1. Digital Divide: Despite the global penetration of the internet, the digital divide persists, posing a formidable barrier to equitable access to instructional materials

(Alabi, 2020). Disparities in internet accessibility across regions and socioeconomic strata exacerbate educational inequalities, impeding the widespread adoption of internet-based instructional resources.

2. Quality Assurance: The abundance of online information lacks standardized quality control mechanisms, raising concerns regarding the accuracy and reliability of internet-based instructional materials (Majumdar & Mishra, 2020). Educators face the arduous task of discerning credible sources amidst the sea of digital content, compromising instructional integrity.

3. Digital Literacy: Effective utilization of internet-based instructional materials necessitates digital literacy skills, a proficiency not universally possessed by educators and learners (Khan & Rahman, 2021). Inadequate digital literacy inhibits users' ability to navigate online resources efficiently, constraining the pedagogical potential of internet-integrated instructional materials.

4. Technological Infrastructure: Dependence on internet connectivity and requisite technological infrastructure engenders vulnerabilities to disruptions, such as network outages and hardware malfunctions (Ayeni & Ogunlade, 2021). In regions plagued by infrastructural deficiencies, reliance on internet-based instructional materials may be precarious, hindering educational continuity.

## **Prospects:**

1. **Enhanced Engagement:** Internet integration affords opportunities for interactive and multimedia-rich instructional materials, fostering learner engagement and active participation (Khan & Rahman, 2021). Incorporating dynamic elements, such as simulations and virtual reality, augments comprehension and retention, amplifying the efficacy of educational content delivery.
2. **Ubiquitous Access:** Ongoing initiatives aimed at expanding internet infrastructure promise to mitigate access disparities, propelling internet-based instructional materials towards ubiquity (Alabi, 2020). Broadening digital accessibility empowers learners from diverse backgrounds to avail themselves of educational resources, transcending geographical constraints.
3. **Personalization and Adaptation:** Internet-enabled platforms facilitate personalized learning experiences through adaptive algorithms and tailored content delivery (Ayeni & Ogunlade, 2021). Customized learning pathways accommodate individual learner preferences and aptitudes, optimizing educational outcomes and fostering autonomy.

4. Global Collaboration: The internet transcends geographical barriers, fostering collaboration and knowledge exchange among educators and learners worldwide (Majumdar & Mishra, 2020). Virtual communities and online forums engender a global learning ecosystem, enabling the co-creation and dissemination of instructional materials across borders.

While the integration of the internet in instructional material design presents multifaceted challenges, its transformative potential holds promise for the future of education. By addressing issues of digital divide, quality assurance, digital literacy, and technological infrastructure, stakeholders can harness the prospects of enhanced engagement, ubiquitous access, personalization, and global collaboration to propel education into the digital age.

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

Access to quality instructional materials is fundamental to effective teaching and learning in secondary schools. However, educators often face significant challenges in obtaining and utilizing these resources. This essay discusses strategies to mitigate these challenges and ensure the availability and effective use of quality instructional materials in secondary schools in Nigeria.

One crucial strategy is to enhance funding allocation for education. Adeyemi and Ayeni (2021) highlight the importance of increasing funding specifically for instructional materials. By allocating more resources to schools, educators can procure updated materials and ensure equitable distribution among all institutions.

Additionally, investing in digital resources and technology-enabled learning tools can augment traditional instructional materials. Ibrahim and Ismaila (2022) advocate for the integration of e-books, online databases, and interactive multimedia materials. These digital resources not only supplement traditional materials but also enhance student engagement and learning outcomes.

Improving infrastructure in schools is another vital strategy to minimize challenges related to the storage and distribution of instructional materials. Ajayi (2020) emphasizes the need to invest in facilities such as libraries, resource centers, and ICT labs. Adequate infrastructure provides the necessary space and resources for storing and accessing instructional materials effectively. Streamlining procurement processes is essential for ensuring timely acquisition and distribution of instructional materials. Obasi and Okonkwo (2021) stress the importance of establishing transparent and efficient procurement systems. By reducing

bureaucratic delays, schools can receive the materials they need promptly, enhancing teaching and learning experiences.

Furthermore, providing professional development opportunities for teachers can enhance their capacity to utilize instructional materials effectively. Olaniyan and Owoeye (2020) suggest that training programs focused on instructional design, material selection, and pedagogical strategies empower teachers to maximize the use of available resources and improve student outcomes.

There are a number of strategies, which can be used in order to minimize the challenges of attaining and using quality instructional materials. According to studies done in different parts of the world including Africa, one of the strategies is improvisation of instructional materials. Eshiet (2016) states that improvisation involves sourcing, selection and deployment of relevant instructional materials into the teaching-learning focus in the absence or shortage of standard materials for a meaningful realization of specified educational goals and objectives.

According to studies done by Abodelraheem & Al-Rabane (2015), Udosen (2011) and Ibe-Bassey (2012) some creation of improvised media of low technological materials and resource-centered learning can enlarge the limited knowledge base of any course of study and enrich instruction to a guarantee quality,

it can also promote strategies that ensure the integration of technology in the teaching and learning process of basic science education.

The use of ICT can also minimize some of the challenges in accessing instructional materials. According to UNESCO (2014), the use and rapid spread of electronic communications has the capacity to affect the quality and efficiency of basic education throughout the world. The ease with which teachers and students can gather information over the Internet on virtually any topic has the potential to transform instructional content and pedagogical practice.

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

## **Knowledge Gap**

The availability and effective use of instructional materials play a crucial role in ensuring quality education in Nigeria. However, despite the significance of this issue, there remains a notable knowledge gap in understanding various aspects of instructional materials in the Nigerian educational context.

One significant aspect of the knowledge gap pertains to the challenges and barriers faced by teachers in accessing instructional materials. While some studies have documented these challenges (Adeyemi & Ayeni, 2021; Ajayi, 2020), there is still limited understanding of the specific factors contributing to these challenges, especially in different regions of the country. Further research is needed to explore the root causes of these challenges and to develop targeted interventions to address them effectively.

Additionally, there is a lack of comprehensive data on the availability and adequacy of instructional materials across different types of schools in Nigeria. While some studies have examined this issue in specific regions or types of schools (Ibrahim & Ismaila, 2022; Obasi & Okonkwo, 2021), there is a need for more extensive national-level surveys to provide a comprehensive picture of the state of instructional materials in Nigerian schools. Such data are essential for policymakers and educators to identify gaps and allocate resources effectively.

Furthermore, there is limited research on the impact of instructional materials on student learning outcomes in Nigeria. While it is widely acknowledged that access to quality instructional materials is crucial for student achievement, there is a lack of empirical evidence linking the availability and use of instructional materials to improved learning outcomes in the Nigerian context. Future research should focus on examining the relationship between instructional materials and student performance to inform evidence-based policies and practices.

Another area that warrants further investigation is the role of technology in enhancing access to instructional materials in Nigerian schools. With the increasing availability of digital resources and technology-enabled learning tools, there is a need to explore how these innovations can address existing challenges related to instructional materials. Research on the effectiveness of digital resources, strategies for integrating technology into teaching practices, and barriers to adoption can provide valuable insights for policymakers and educators.

While there is some research on instructional materials in Nigeria, there remains a significant knowledge gap in understanding various aspects of this issue. Future research should focus on investigating the challenges faced by teachers, assessing the availability and adequacy of instructional materials, examining the impact of

instructional materials on student learning outcomes, and exploring the role of technology in enhancing access to instructional materials. Addressing these knowledge gaps is essential for improving educational quality and equity in Nigeria.

### **Summary of Reviewed Literature**

This chapter provides a comprehensive review of relevant literature pertaining to the study's objectives. The first section delves into theoretical literature, focusing on two key theories: Instructional Material Theories and Socio-cultural Theory of Teaching, Learning, and Development. These theories serve as foundational frameworks for understanding the role of instructional materials in educational contexts and the socio-cultural influences on teaching, learning, and development.

The second section synthesizes empirical literature relevant to the study's three objectives outlined in Chapter 1. Firstly, it explores the extent to which instructional facilities impact student performance. This includes investigations into the relationship between access to adequate instructional materials, such as textbooks and laboratory equipment, and academic achievement outcomes.

Secondly, the literature review examines the challenges encountered by teachers in junior secondary schools regarding access to instructional materials. Common challenges identified include inadequate resources, lack of funding, and limited infrastructure, which may hinder effective teaching and learning experiences. It also highlights strategies employed by teachers to mitigate the challenges of attaining and utilizing quality instructional materials. These strategies encompass various approaches, such as improvisation, collaboration, and utilization of technology, aimed at enhancing access to resources and optimizing instructional delivery in resource-constrained environments.

In summary, the reviewed literature provides valuable insights into the theoretical underpinnings, empirical evidence, and conceptual frameworks relevant to the study's objectives. By synthesizing existing research, this chapter lays the groundwork for further investigation into the impact of instructional materials on teaching and learning outcomes in junior secondary school

## **CHAPTER THREE**

### **METHODOLOGY**

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

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

### **Research Design**

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

### **Population of the Study**

The target population for this study comprised all students in all junior secondary schools in Isoko-North Local Government Area of Delta State.

### **Sample and Sampling Technique**

However, the sample size of this study was restricted to one hundred (100) students who were randomly selected from five (5) junior secondary schools in Isoko- North Local Government Area. The sampled population was selected using the simple random sampling technique.

### **Research Instrument**

The researcher made use of a questionnaire as the instrument to elicit information from respondents on influence of instructional materials on the academic performance of junior secondary school students in Isoko- North Local Government Area of Delta State. The questionnaire was divided into two sections; Section A and Section B. Section A was meant to elicit personal information from respondents, while Section B was designed to obtain information from respondents on items derived from the research questions. The questionnaire was designed using a four-point response scale; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

## **Validity of the Instrument**

The questionnaire was drawn under the supervision of the project supervisor and other two experts who through proper assessment ensured necessary corrections were done to the questionnaire before it was considered valid and appropriate for the study and administration to the samples.

## **Reliability of the Instrument**

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

## **Method of Data Collection**

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

## **Method of Data Analysis**

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

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter presents data and discussed result on the influence of instructional materials on the academic performance of junior secondary school students in Isoko-North Local Government Area of Delta State. The sample size used for this study is a total number of one hundred (100) students

who answered the research questions. The data presented are hereby presented on tables below;

## **SECTION A: Demographic Information of Respondents**

**Table 1: Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage %</b>
Male	51	51%
Female	49	49%
<b>Total</b>	<b>100</b>	<b>100%</b>

**Source: Field Work**

Table 1 above shows that 51% of the respondents were males, While 49% were females from the junior secondary schools in Isoko-North Local Government Area of Delta State used for this study.

**Table 2: Age Distribution of Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage %</b>
10 - 12 years	25	25%
13 - 15 years	41	41%



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

## **SECTION B: Response to the Research Questions**

**Table 4: Availability of Instructional Materials in Junior Secondary Schools**

<b>S/N</b>	<b>ITEMS</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>D (%)</b>	<b>SD%</b>
1.	There are visual aids in my school such as charts, diagrams, maps to aid visual learning.	38	26	19	17
2.	We have computers with educational softwares and online interactive platforms for learning	21	24	32	23
3.	We have projectors and interactive whiteboards for learning.	28	18	22	32
4.	We have real life objects stored in the laboratory for some practical subject lessons.	19	21	37	23
5.	Textbooks and workbooks are instructional materials readily available in my school.	27	25	23	25

**Source: Field Work**

Table 4 presents data with regards to the availability of instructional materials for teaching English in Junior Secondary Schools in Isoko-North Local Government Area of Delta State. From the table, it is revealed that a good number of schools have visual materials like charts, diagrams and maps for teaching English Language. Also, it was found that the majority of schools do not have computers with educational softwares and online interactive platforms for learning.

Also, the findings revealed that there are no projectors and interactive whiteboards for learning English in schools. In addition, Junior secondary schools in Isoko-North Local Government Area barely have real life objects stored in the laboratory for practical lessons. This was revealed in the responses gathered. Lastly, respondents agreed that textbooks and workbooks are the only instructional materials readily available in the school for teaching and learning, especially in English Language. This calls for proper addressing by authorities and educational stakeholders in making available instructional resources where they are lacking.

**Table 5: Adequacy of Instructional Materials in Junior Secondary Schools**

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

teaching and learning in my school is adequate	45	27	15	13
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**Source: Field Work**

Table 5 shows instructional materials adequacy for teaching and learning in junior secondary schools in Isoko-North Local Government Area of Delta State. From the study, respondents did not agree to having enough charts, maps and diagrams for teaching subjects, especially English Language. Also, an overwhelming population of respondents disagreed with having enough computers for teaching subjects in schools.

In the same vein, they also disagreed on having enough objects and materials in the school laboratory to cater for subjects. Also, they also disagreed on having enough textbooks and materials for learning in the schools. The responses gotten from respondents are not satisfactory enough. Majority of schools do not have enough instructional materials for learning in schools. There is still the need for educational stakeholders and other authorities to not only make available these resources, but also endeavor to make it enough in quantity and quality.

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

S/N	ITEMS	SA (%)	A (%)	D (%)	SD%
11.	I don't know if my teacher is qualified or not for teaching	31	28	22	19

English Language.				
12. My teacher has a vast knowledge of English Language topics.	39	28	18	15
13. I understand concepts in English Language whenever my teacher is teaching in the classroom.	30	19	21	30
14. I have a feeling some of my teachers are not qualified to teach because of my poor academic performance	16	18	31	35
15. I once felt my English Teacher was a Professor because of the way he teaches the subject.	25	34	27	14

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**Source: Field Work**

Table 6 revealed teachers' qualification for teaching English Language in junior secondary schools in Isoko-North Local Government Area of Delta State. From the findings gathered in the field, it is revealed that a good number of teachers have a vast knowledge of English Language topics.

Respondents also replied that they understand concepts in English whenever their teacher is teaching in the classroom. This tells the improvements in schools towards employing qualified and experienced teachers in teaching subjects, especially English Language which is one of the requirements for graduation.

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

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

**Source: Field Work**

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

### **Discussion of Findings**

The findings of this study shed light on the influence of instructional materials on the academic performance of junior secondary school students in Isoko-North Local Government Area of Delta State. The demographic information of the respondents revealed a fairly balanced gender distribution, with 51% male and 49% female students participating in the study. Additionally, the age distribution indicated that the majority of the respondents were between 13 to 15

years old (41%), followed by those between 16 to 18 years old (34%). Regarding the availability of instructional materials, the results indicated a mixed scenario. While visual aids such as charts, diagrams, and maps were relatively available in schools, other resources such as computers with educational software, projectors, and interactive whiteboards were lacking. This echoes previous research highlighting the importance of visual aids in enhancing learning outcomes (Smith & Blake, 2021). The absence of these resources suggests a potential gap in facilitating interactive and technology-driven learning experiences, which are increasingly becoming essential in modern education (Gokhale & Hamade, 2020).

Furthermore, the adequacy of instructional materials emerged as a significant concern. Respondents expressed dissatisfaction with the availability of charts, maps, computers, laboratory objects, textbooks, and other learning materials. This insufficiency can hinder effective teaching and learning processes, as supported by previous studies emphasizing the importance of adequate resources in improving student engagement and comprehension (Mugenda & Mugenda, 2020). Insufficient instructional materials may also contribute to disparities in educational opportunities, particularly for students in resource-constrained settings (Moloi & Diale, 2021). Regarding teachers' qualifications and

practices, the majority of respondents perceived their English teachers to have a vast knowledge of the subject. However, concerns were raised about teacher qualifications and the use of instructional materials in the classroom. While some teachers demonstrated proactive efforts by incorporating charts and diagrams into their lessons, others relied solely on textbooks or lesson notes. This variation in teaching practices underscores the need for professional development programs to equip teachers with innovative instructional strategies (Chukwuemeka & Nwaneri, 2021).

Overall, the findings suggest a pressing need for interventions to improve the availability, adequacy, and utilization of instructional materials in junior secondary schools. Addressing these challenges requires collaborative efforts from the government, educational stakeholders, policymakers, and school administrators to ensure equitable access to quality education for all students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

The study was carried out to investigate the influence of instructional materials on the academic performance of junior secondary school students in English Language in Isoko-North Local Government Area of Delta State in order to achieve the objectives of this study, the following research questions were raised;

- What are the instructional materials available in Junior Secondary Schools in Isoko-North Local Government Area of Delta State?
- Are the instructional materials adequate in Junior Secondary Schools in Isoko-North Local Government Area of Delta State?
- Are there enough qualified teachers for teaching English Language in Junior Secondary Schools in Isoko-North Local Government Area of Delta State

- Do teachers make use of instructional materials for teaching English Language in Junior Secondary Schools in Isoko-North Local Government Area of Delta State?
- How do different types of instructional materials affect students' academic performance in the English Language?
- What is the relationship between the availability of instructional materials and students' academic performance in the English Language?
- How do students perceive the use of instructional materials in English Language classrooms and how does it impact their academic performance?
- What are the challenges faced by teachers in utilizing instructional materials effectively in English Language instruction, and how does it affect students' academic performance?
- How can the use of instructional materials be optimized to enhance students' academic performance in the English Language?

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

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

## **Conclusion**

From the study findings, it is apparent that many schools in the study areas do not use appropriate instructional materials. They do not have instructional materials that the schools need to buy, nor do they improvise their own. Although all the students agree that instructional materials are important in contributing to students' academic performance, but the schools do not show the zeal in making these materials available in their classrooms.

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

resources. Lack of supervision may be the reason for the situation found by this study. Also, a good number of schools lack adequate teaching and learning materials for English Language learning. Though teachers were applauded for their experience in teaching which is as a result of What they teach, but the lack of teaching materials is an impediment Which will on the long-run reduce their efficiency. Therefore, it is Worthy of note to stat that schools should ensure provision of instructional materials and ensure its adequacy.

### **Recommendations**

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

#### 1. Enhance Availability of Instructional Materials:

- Government and educational stakeholders should prioritize the provision of essential instructional materials such as computers with educational software, projectors, and interactive whiteboards to schools, especially in resource-constrained areas like Isoko-North Local Government Area.

- Establish mechanisms for regular monitoring and evaluation to ensure that schools have access to a variety of instructional materials, including visual aids, textbooks, laboratory objects, and other learning resources.

#### 2. Improve Adequacy of Instructional Materials:

- Allocate sufficient funds for the procurement and maintenance of instructional materials to address the inadequacies.

- Encourage collaboration between schools, communities, and non-governmental organizations to supplement existing resources and bridge gaps in instructional materials.

### 3. Promote Professional Development for Teachers:

- Implement comprehensive professional development programs focusing on innovative teaching strategies, including the effective integration of instructional materials into classroom instruction.

- Provide incentives and support systems to encourage teachers to continuously update their skills and knowledge in instructional technology and diverse teaching methods.

### 4. Foster Collaboration and Resource Sharing:

- Facilitate partnerships between schools, businesses, and community organizations to share resources and expertise in providing instructional materials and training opportunities.

- Establish platforms for knowledge exchange and collaboration among educators to share best practices and innovative approaches to utilizing instructional materials.

#### 5. Advocate for policy reforms

- Advocate for policy reforms at the national and local levels to prioritize education funding and ensure equitable distribution of instructional materials across schools.

- Lobby for policies that promote the integration of technology in education and provide incentives for schools to adopt modern instructional tools and resources.

#### 6. Engage Stakeholders in Decision-Making:

- Involve students, parents, teachers, school administrators, and community members in decision-making processes related to educational resource allocation and curriculum development.

- Conduct regular surveys and needs assessments to gather feedback from stakeholders and tailor interventions to address specific challenges and priorities.

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**APPENDIX**

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

**QUESTIONNAIRE ON THE INFLUENCE OF INSTRUCTIONAL  
MATERIALS ON THE ACADEMIC PERFORMANCE OF JUNIOR  
SECONDARY SCHOOL STUDENTS IN ISOKO-NORTH LOCAL  
GOVERNMENT AREA OF DELTA STATE**

Dear respondent,

The researcher is a student of the above-named Department, Faculty and University. The questionnaire is designed to investigate "the influence of Instructional Materials on the Academic Performance of Junior Secondary School Students in Isoko-North Local Government Area of Delta State".

You are requested to kindly complete the questionnaire as sincerely and objectively as possible. Your response will be treated with utmost confidentiality.

**OGWARO BLESSING ONORIODE**  
Student Researcher

## SECTION A: PERSONAL DATA

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

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

## SECTION B: RESEARCH QUESTIONS

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

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

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

	<b>Are the instructional materials adequate in Junior Secondary Schools in Isoko-North Local Government Area of Delta State</b>				
6.	We have enough charts, maps and diagrams adequate for teaching subjects.				
7.	We have enough computers for teaching subjects in my school.				
8.	We have real life objects in the school's laboratory enough to cater for all subjects taught.				
9.	We have enough textbooks and materials for learning in my school.				
10.	None of the materials for teaching and learning in my school is adequate.				
	<b>Are there enough qualified teachers for teaching English Language in Junior Secondary Schools in Isoko-North Local Government Area of Delta State?</b>				
11.	I don't know if my teacher is qualified or not for teaching English Language.				
12.	My teacher has a vast knowledge of English Language topics.				
13.	I understand concepts in English Language whenever my teacher is teaching in the classroom.				
14.	I have a feeling some of my teachers are not qualified to teach because of my poor academic performance.				
15.	I once felt my English teacher was a Professor because of				

	the way he teaches the subject.				
	<b>Do teachers make use of instructional materials for teaching English Language in Junior Secondary Schools in Isoko-North Local Government Area of Delta State?</b>				
16	My teacher only comes to the classroom with English Language textbook.				
17	My English teacher sometimes comes to the class with charts and diagrams to teach the subject.				
18	My English teacher teaches English Language with computers.				
19	My English teacher does not come to the classroom with any materials for teaching, except a lesson note,				
20	We do not have a regular English teacher for teaching.				