

**ASSESSING THE UTILIZATION OF INSTRUCTIONAL MATERIALS AMONG
EARLY CHILDHOOD TEACHERS IN EGOR LOCAL GOVERNMENT AREA,
EDO STATE**

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UNIVERSITY OF BENIN

BENIN CITY

MARCH, 2024

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**A RESEARCH PROJECT WRITTEN IN THE INSTITUTE OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FUFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR'S DEGREE IN
EARLY CHILDHOOD (B.ED EARLY CHILDHOOD EDUCATION)**

MARCH, 2024

CERTIFICATION

We, the undersigned, certify that this study was carried out by EZE CYNTHIA OGECHUKWU, with the matriculation number EDU1903822, of the Institute of Education, University of Benin City in Edo State, Nigeria, in partial fulfillment of the requirements for the award of B.Ed. Degree in Early Childhood Education.

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(Director of the institute)

Date

DEDICATION

This project is dedicated to the Holy Spirit, my source and strength in the successful completion of this project despite all odds.

To my enthusiastic, caring and supportive family of Mr. and Mrs. Eze .A. For their dedication and encouragement.

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ABSTRACT

This research work was carried out to assess utilization of instructional materials in primary schools in Egor Local government area Benin City. This study intends to assess the utilization of instructional material among early childhood teachers, and in this regard, Four (4) research questions were generated to guide this study. The main purpose of this study specifically intends to; find out the challenges and factors that hinder the use of instructional materials. The focus of the study was on the availability and challenges of the utilization of instructional materials by teachers in early childhood schools and it is restricted to primary schools within Egor Local government area Benin City, Edo state.

A descriptive survey research method was adopted. The target population of this study comprises of both public and private preschool teachers with sample size of hundred (100) respondents being teachers from twenty-five (25) randomly selected primary schools in Egor local government area of Benin City and with the use of questionnaire as the instrument to collect information from the respondents. The instrument was divided into two sessions; twenty (20) items researcher developed questionnaire was used for data collection. The targeted population for the study consisted of 100 respondents being teachers. The responses were collected and analyzed using frequency counts, mean, standard deviation and the independent sample test and the Cronbach reliability statistics was used and it gave reliability index of 0.85.

The major findings of the study show that there are inadequate instructional materials in primary schools and chalk/white board are the most common types of instructional materials in primary schools. The study further revealed that the use of instructional materials influence pupils assimilation process and their ability to learn. Recommendations were made for improvement bearing the importance of instructional materials in primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The national policy on education (2013) recognized the importance of instructional materials as a means of promoting teaching and learning in our schools and the effectiveness of teaching and learning at all levels of educational system especially at the primary level depends largely on the provision, management and utilization of instructional materials. This was captured in the (NPE 2013) policy because teaching with instructional materials makes teaching process comprehensive and learning more permanent.

Instructional materials refer to devices and equipment, whether improvised or ready-made, which can be used effectively to enhance, improve and reinforce teaching and learning activities in classroom communication to help achieve desirable objectives. Instructional materials, whether human or material resources facilitate learning and make it more permanent and retainable in pupils and that is why in most countries of the world the use of teaching aids is advocated. Osiyale (1998) opined that instructional materials encompasses all persons and things capable of conveying information, value, processes experiences and techniques that could be used to actively engage pupils in learning process . Therefore, the best way of helping pupils to learn is to bring them face-to-face with the world of education. One way this can be achieved is by using objects in real life situation for instruction.

Instructional materials which also means learning materials is anything which serves as an object used in studying and which may facilitate learning process, It therefore, includes anything that brings about success in the classroom. School instructional materials is valuable in all teaching endeavors as a result it is expected to be

produced in sufficient quantity and properly managed to ensure effective teaching learning outcome. Onyejemezi (1981) defined school resources as devices, methods or experiences used for teaching purposes including textbooks, supplementary reading materials, audio-visuals aids- television and other sensory materials used for effective teaching and learning. It includes all materials and equipment used in connection with the teaching and not used for production purposes. Instructional materials refer to all materials that enhance effective teaching and learning. These materials embrace both the locally made ones and the imported materials e.g, Visual aids. These include displays, models, motion pictures, slides, flip chart, flannel boards, chalkboard and posters. Auditory Aids: these includes record players, tape recorders etc.

The relevance of instructional media as a means of promoting teaching and learning is well captured in many literatures and studies, A number of educationist have emphasized on the use of instructional materials in teaching. Prominent among them are (Mkpa 1990, Ugonabo 1988, onyejemezi 1981). According to them, the use of concrete instructional materials makes teaching more realistic and better rewarding when more time is spent on it than mere theorizing. Therefore for any meaningful teaching in any subject taught in the primary schools, teachers have been encourage to use instructional materials in teaching. There should be active participation of pupils which may take many forms while teaching with instructional materials, otherwise, performance in educational system will be generally poor. Instructional materials are useful and dependable in capturing pupils imagination. Visual aids are those that relate to the sense of sight, feeling and touching which makes a lasting impression on the learner. Resource

materials result in more effective learning factual information and skills in less time than mere verbalization. Onwuakpa (1998) opined that instructional materials make the job of the teacher easier. Some learners are fast at learning even when teaching is verbally presented, while others learn when instructional materials are used to explain what is being taught. According to Mpka (2003), people remember ten percent of what they hear, twenty percent of what they see, twenty percent of what they do, and fifty percent of what they hear, see and do, hence, management of instructional materials is paramount in teaching and learning.

Instructional materials increase the rate of learning, save the teacher's time and efforts, increase learner's interest and facilitate attention of what is learned. Based on the emphasis placed on the use of instructional materials by experts and research work one of the factors known to influence the management of learning resource is the teacher. The teacher is the manager/facilitator in the classroom therefore, the efficient management of instructional materials depends on the teacher- his level of experience, exposure and ability to use the exact resource materials as at and when due. The teacher must be creative and resourceful and be able to do the right selection of resource materials that is related to the topic or subject that is taught. Dwyer (1992) explained that some teachers are not properly exposed to the use of some of the resources in the school and as such end up complicating the lessons for the pupils. According to him instructional materials is detrimental to the pupils in situation where they are not properly used or managed. It is therefore, the duty of the teacher to select the resource materials based on the nature of

the lesson and instructional objectives, the age and intellectual level of the pupils and the level of exposure of the pupils.

It is not enough for instructional materials to be available for use by the teachers, the utilization of these materials is most important thing that should be made sure to be done in the schools. According to Montessori (1998) the use of concrete teaching/instructional materials or materials assists in the development of children's five senses. This reduces the fullness of the teacher or care giver using only one material to develop or enhance learning. Utilization is the duty of the school head to ensure that the instructional materials are ready when due and that it is properly, correctly and adequately incorporated into teaching the children or used for the purpose for which it was provided. It is also very imperative to ensure that the classrooms in schools are spacious enough to harness easy movement of pupils and teachers for them to gain access to the instructional materials without being obstructed by any physical feature in the environment.

(Owoye, 2011) noted that the presence (availability) and utilization of instructional materials in schools were the most potent determinant of academic achievement. This asserts that achievement is a function of availability as well as utilization of instructional materials. This is to say that the utilization of instructional materials play a vital role in the actualization of educational goals and objectives by satisfying the physical, emotional and social needs of the pupils and also the teachers of the school. The utilization of these materials will therefore yield efficiency in teaching and high productivity and satisfaction will be derived, whereas on the other hand, the lack

of utilization of instructional materials in schools will render the schooling experience ineffective even if the school environment or surroundings were to be convenient. The lack of physical resources or the lack of utilization of the available resources inevitably hampers teaching and depresses the spirit of the children and enthusiasm of the teachers.

The five senses are means of promoting understanding, interpreting and gaining knowledge about our environment. It is not surprising that instructional media as a means of actively engaging the learner through active learning serve as a means of unveiling practical information and value. In recognition of this many schools and institutions tried to provide various means of media to promote teaching and learning in their schools. Government on the other hand has invested so much money in providing instructional media for teaching and learning in schools. How well these materials are being utilized to achieve learning is a different thing entirely.

Unfortunately, most schools and teachers for reasons that cannot be explained do not pay prime attention to these all important ingredients of education. What you find in most schools is a situation where learners are made to imagine what the teacher is teaching without providing practical back up. The situation where the learners are made to live on imagination makes the work of the teacher much more difficult and makes the total learning experience difficult.

However, despite their potential, there are a range of challenges that can impede the successful integration of instructional materials in classrooms. Several factors can hinder the effective use of instructional materials in educational settings. One significant factor that can hinder the effective use of instructional materials in schools is a lack of resources,

often due to insufficient funding or budget constraints, Language and cultural barriers are important factors that can hinder the effective use of instructional materials in educational settings, Inadequate training is another crucial factor that can hinder the effective use of instructional materials in educational settings, Limited access to technology, class size and student diversity, lack of maintenance of learning materials, Practical challenges, such as difficulties in storage, distribution, or organization of materials, can also hinder their effective use. e.t.c.

Some studies have specifically shown that teaching in community schools is poor as these schools lack necessary teaching facilities such as furniture for staff and students, books, science equipment, games and sport equipment (Benell and Mukyanuzi, 2005). Moreover, teachers lack essential skills to make quality teaching and learning aids. According to a National Audit report, some schools are completely lacking material resources such as textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. From these facts on the ground, efforts to improve the quality of provision of education in community early childhood schools in Nigeria have appeared to slow down, as some of these challenges were not prioritized; availability of quality and adequate instructional facilities should be given a high priority.

Inadequacy of quality instructional materials is not confined to Nigeria, as this is a worldwide phenomenon. Even in developed countries for example, United States of America especially in schools whose majority of population are the poor and minority students are less funded and lack essential quality instructional materials. In addition,

policies associated with school funding, resource allocations, and tracking leave minority students with fewer and lower-quality books, curriculum materials, laboratories, and computers (Post and Darling, 2000).

A research done by Gogo (2002) on the input of cost sharing on access, equity and quality of secondary education in Rachuonyo district in Kenya indicated that the quality of education had not changed much for a number of years due to inadequate teaching and learning materials and equipment. Further, studies done in other parts of Africa reveal the same problem.

For example in Nigeria, Farombi (1998) did a study on resource concentration, utilization and management as correlates with students learning outcomes in Oyo State. He discovered that instructional facilities in some schools were very poor. He cited examples of schools without chalkboard, absence of ceiling, some roofing sheets not in place, windows and doors removed among others, a situation which the researcher regarded as hazardous to healthy living for the learners. Another study done by FEMSA on the availability of teaching and instructional materials for mathematics and science in four African countries, Cameroon, Ghana, Tanzania and Uganda revealed that there was critical shortage of instructional facilities mostly for teaching science and mathematics

In this study strategy for making quality instructional materials available and properly utilized are suggested as an attempt to narrow efficiency gap in the provision of quality education in early childhood schools. Addressing these factors requires a combination of adequate funding, training, technological infrastructure, curriculum

alignment, cultural sensitivity, and support systems to ensure that instructional materials can be optimally utilized for enhanced teaching and learning outcome.

1.2 **Statement of the problem**

It is believed that if teachers appropriately utilize instructional materials, it has the potentials for stimulating and sustaining interest of pupils in all the subjects. Lack and misuses of educational equipment are issues of great concern to the government and the entire society. This situation, coupled with the increasing rate of poor performance of pupils of early childhood education, this study therefore is to assess the availability and utilization of available instructional materials in school.

It is in line with the above statement that this study intends to assess the utilization of instructional material among early childhood teachers, and in this regard a number of research questions were raised to address the study.

1.3 **Research Questions**

The following research questions guided the study

1. To what extent does the utilization of instructional materials play a vital role in the teaching and learning process?
2. What are the types of instructional materials available for teaching in early childhood schools?
3. What is the level of availability and utilization of instructional materials in schools?

4. What is the difference in the utilization of instructional materials by male and female teachers?

Hypothesis

Research questions 1-3 were answered, while research question 4 was hypothesized and tested as 0.05 level of significance.

1. There is significant difference in the utilization of instructional material by male and female pre-school teachers.

1.4 Purpose of study

The main purpose of the study is to assess the adequacy of instructional materials in early childhood schools in Egor Local Government area of Benin City. The study specifically intends to; find out the challenges and factors that hinder the use of instructional materials. By understanding these barriers, we can strive to overcome them and create more inclusive and effective learning environments for all students.

1.5 Significance of the study

The research study will be of importance to primary school management board, parents, primary school administration, the general public and educational policy maker to find the impact of inadequate instructional material. The knowledge obtained would help the government most especially local government and educators to reflect and make evaluation on the requirements of other instructional materials apart from class-rooms alone. However, provision of quality early childhood education school requires more than just class-rooms and laboratory buildings. The evaluation of instructional materials, along

with other reform movements, allows educators and planners to plan for appropriate environment for teaching and learning so as to provide quality secondary school education.

The study would also influence education planners to consider appearances of physical structures such as classrooms and availability of other teaching and learning materials as some of the important factors that can influence parents to send their children to particular schools, which have attractive physical appearance and variety of other facilities. Attractive environment and the availability of other instructional materials can influence students to stay in schools and stimulate learning.

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

Finally, the general public will benefit through the findings of the study. Recommendations that emerged from the findings could be applied in solving societal problems.

1.6 Scope and delimitation of the study

This study focuses on early childhood learning in relation to students' behaviour and performance. The focus of the study was on the availability and challenges of the utilization of instructional materials by teachers in early childhood schools.

The present study focuses on headmasters and classroom teachers of primary schools; this includes private schools faith-based schools and public primary schools. This study is restricted to primary schools within Egor Local government area Benin City, Edo state and therefore it cannot be generalized for the whole country.

1.7 Definition of Terms

Adequacy: The quality of being sufficient or able to meet needs

Education: The process of acquiring knowledge skills and attitudes in order to have a better living.

Equipment: Physical apparatus for indoor and outdoor activities

Teaching: To inculcate or pass on knowledge

Learning: The process of acquiring knowledge which leads to a change in character or behavior

Pupils: A young learner in primary school.

Resources: Something that one uses to achieve an objective .

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents the review of literature that is relevant and related to the study.

The review is presented under the following sub-headings;

- concept early childhood education
- Types of early childhood schools
- Objectives of early childhood education
- The concept of instructional materials
- Types of instructional materials
- Utilization of instructional materials in early childhood education
- Impact of the utilization of instructional materials in early childhood
- Strategies for selecting and utilizing appropriate instructional material
- Summary of literature reviewed

2.2 CONCEPT OF EARLY CHILDHOOD EDUCATION

According to UNESCO's early childhood care and education (ECCE) unit, early childhood is defined as the period from birth to eight years of age, a time of remarkable brain development, and these years laid the foundation for subsequent learning. Children in early in early childhood centers are usually between ages 3_5. Children between the ages of 3 to 5 have not developed strong foundation of their development areas. Early childhood is the most rapid period of development in a child's life. The years from conception through birth to eight years of age are critical to the complete and

healthy cognitive, emotional, and physical growth of the children. Early childhood comprises a number of life stages, marked by developmental milestones. Generally, early childhood is defined as a time that “spans the prenatal period to eight years of age. The early childhood is a basis for later success in life. It is the time when a child’s brain develops at a rapid rate creating plenty of opportunities for children learning and development.

A child cannot have a good start in life when he or she grows up in a natural and stimulating environment that misses all her essential needs. Therefore, it is important to address children’s needs holistically because the absence of one or more essential can lead negative developmental outcomes for children. The period of early childhood is the age of 1-8. one of the reasons that early childhood is regarded up to the age of eight is to enable the child acquire, smooth and understanding of the entire education from the level of playgroup to pre-primary and from pre-primary to level of primary. Pre-primary education is preferred to education given to childhood ages to five years to the entry primary school. Early childhood education in the early stages is regarded as the most vulnerable stages in a person’s life. According to Lillard (2013) it spans the human life from birth to age eight.

Infants and toddler experience life more holistically than any other age group. Social, emotional, cognitive, linguistic, and physical lessons are not learnt separately by very young children. As contained by the national policy on education and NPE (2004:11) is

the education given in an educational institution to children between the ages of three and five to the entering into the primary school. It is the initial stage of organized instruction designed, primarily to introduce very young children to school type environment that is to provide a bridge between home and school-based atmosphere.

Early childhood education as defined by the national policy on education in session 2, page 11 refers as the education given in an educational institution to children between the ages of 3 to 5 years prior to their entering into the primary school. The policy identifies the responsibilities of government at this level as the promotion and training of qualified pre-primary school teachers in adequate number, put to the development of suitable curriculum and supervise and control the development of the institute. Early childhood education is a formal and care of young children by people, other than their family members or in settings outside of their home. Early child education is usually defined before the age of schooling, five years in most national, also the **US NATIONAL ASSOCIATION FOR EDUCATION OF YOUNG CHILDREN (NAEYC)** defined education as before the age of eight.

Early education emerged as a field of study during the enlightenment, particularly in European countries with highly literacy rates. It continued to grow through the 19th century, as universal primary education became a norm in the western world. In recent years, early childhood education has become a prevalent public policy issue, as funding for preschool and pre-KG is debated by municipal, state and federal

law makers. Entities are also debating the central focus of early childhood education on the development appropriate play versus strong academic preparation, curriculum in reading, writing, and mathematics. The global priority placed on early childhood education is underscore with the United Nations sustainable developmental goal number four (SDG 4).

The term early childhood education is often used to describe preschool or baby childcare program. Researchers in the field, as well as any child educators view parents and family as an integral part of the early childhood education process. Some terms which are often used interchangeably with early childhood education are; early childhood learning, early care, nursery education, and early childhood education.

The history of pre-primary education refers to the development of care and education of children between the ages of birth and eight years old throughout history.

The purpose of early childhood education is to affect the growth and development of the pupils. It's the foundation for learning among the children so that they are able to develop their skills and abilities efficiently from the early age. Early childhood care and education also makes provision of information and knowledge to the families and committees of the children, with the peoples often contributing towards effective growth and development in preschools. Learning begins with play. When children begins to take pleasure in play activities then, at the next level, they are thoughts drawing, and coloring strategies, which enables them to develop an interest in

art. At the next level, they are taught academy concepts such as alphabets, numbers etc. Education is a comprehensive area. It covers skills, knowledge, habits, communication, cognitive skills, intellectual abilities, wisdom, righteousness, and honesty. These factors are essential for the development of the mindset of the students, and it's also contributed towards the progressions the pupils have to be well prepared to enter the education system at the formal level. In order to seek admission in formal schools, it is vital for the children to possess adequate understanding of academic concept so that they can appropriately come up with the teaching-learning methods provided to them by the teachers, and enhance their performance. Early childhood education renders an effective contribution in the facilitation of learning and education.

The significance of early childhood education is considered to be utmost. This is realized by all members of the community irrespective of the background and occupation. The first three years of the life of an individual is considered to be crucial. At this stage, the child develop the connections to lead to advancements whether the parents are educated or not, it is vital for them to possess efficient knowledge regarding how to implement the functions of growth and development and recognize the significance of education while they will be aware of the various strategies in terms of child development, so they will be able to render effectual contribution. When children reach the age of four, they begin to realize that outside their home also, there is a world you have to get acquainted. Childhood education helps the children develop their

mental capacity and improve their skills and abilities. The social requirements of an individual begin to augment as he grows. Child education is significant as it makes provision of knowledge and information that are the overall development of the individual. This area has brought into existence the works of many tourist, researcher, educationist, and economist, individuals and organization, who have developed interest and enthusing in this area have walked towards advancements. Education is a direct concern as it is significant contribution towards the development of future citizens (Calman & Whelan, 2005).

2.3 TYPES OF EARLY CHILDHOOD SCHOOLS

There are different names for the various establishments that take care of children at this age. They include:

Nursery education

Akinola (2004) defines nursery education as the education given in an educational institution to children aged 3 to 5, prior to entering primary school. Nursery education is a learning space offering early childhood education to children before they begin compulsory education in the primary level. Nursery education is the foundation of learning; because children that have a weak foundation can hardly perform as exceptional, intelligent children in their academic exercises. Nakpodia (2011) nursery education makes it possible to care for children from poor environment, crowded homes, culturally, deprived children, and so on. They foundation of the education of the

child is the preschool education which forms an integral part of his early education, which may be formal or informal, usually given in an educational institution to children, aged 1 to 5 plus, prior to their entering the primary school. The purpose of the nursery education is to guide a child in establishing solid foundation in exploring and learning about materials. The usefulness of languages causes and effect relationship, routine, gaining competence, self-expression, and having good adult models and guides. In essence, it is self-discovery and explanation, and discovery about things in a child's world. It is important to know that Nigerian government has equally provided a policy documents, guiding nursery education in Nigeria with a view to transition to primary school.

Kindergarten

The kindergarten is a Germany word meaning "Garden of children" coined by Fredrich Frobel. It is a supplement to elementary schools and it is intended to accommodate children between the ages of four and six years. The first kindergarten was established by Froebel in bad blacken Burg in 1837. Kindergarten school is a school for very young children who have finished their nursery school. It starts from where the nursery schools stop and enroll children between 4 to 6 years prior to first grade primary level. In the 19th century the kindergarten was grown of the idea and practices of great philosophy Like Roberts Owen of Great Britain, J. H Pestalozzi of Switzerland, Fredrich Frobel of Germany and Maria Montessori of Italy, (encyclopedia Britannica,

1984), by then, it was school for furthering the mental, social and physical development of young children, by means of occupations, etc. Frobel used the name kindergarten in his school to convey the impression of any environment in which children grow freely like plants in the garden.

Montessori

Montessori is a structured environment which children will be allowed to learn at his own pace, using age appropriate specific Montessori equipment. Children also usually have plenty of playtimes, music, and Craft. Montessori Method was developed by Dr. Maria Montessori in the early 1900s. It is a specific child centered method of education that involves child lead activities, (referred to as work) classroom with children of varying ages, and teachers, who encourage independency among their pupils. Dr. Montessori believed the children learn better when they are choosing what to learn, and that philosophy is present in Montessori classroom today. Montessori classroom likely looks different than what you are used to. Things that make it unique include:

- Various activity stations for children to choose from throughout the day
- Teacher moving from Group to Group instead of standing at the front of the classroom.
- None traditional grading system.
- A focus on the whole pupils social, emotional, intellectual and physical development are all considered.

DAYCARE CENTERS

The term daycare center belongs to a family of related concepts on child care. A number of such terms are: non-parental childcare, early childcare, home-based childcare, formal childcare, central based child care and family daycare

Daycare centers are thus formal, and non-formal care that is center based. Daycare center is also referred to as “child care center”. The age range of children in such centers is from birth to age five (5). Child care is the action of looking after children by a nanny, babysitter, caregiver, or other providers. It is the care of a child during the day by a person other than the child’s legal guardian. It is normally done by someone outside the child’s immediate family. Sometimes caregiver may include relatives, friends, and neighbors. Chukwubuikem (2013) noted that it is an ongoing service during a specific period such as the parent’s time at work.

Daycare center was established in France, 1840, and the *societe des creches* was recognized by the French government in 1869 (McMahan , 1992).

In the ancient times, Plato was recognized as the first person to classify education into the formal levels in the modern societies. (Akinipelu, 1881)

According to Plato, day care level of education should be devoted to plays and games. He was of the opinion that the process of education should start as early as possible. This, according to him is because it is during the childhood period that any impression which may wish to communicate, is easily stamped and taken. In other ways, the

childhood period is the stage which we can start to give the necessary training for an all-around development of the child.

PLAY SCHOOL

A play school environment uses a play curriculum to aid children through their development progress. This will be done in a supervised environment encouraging free play to help with decision making, independence and problem solving. They are usually a lot of art and craft, home corner, dress up, outdoor play, and music.

2.4 OBJECTIVES OF EARLY CHILDHOOD EDUCATION

Consequently, in conformity with the set goals of pre-primary education as indicated in the national policy on Education (FRN, 2012) , the required objectives of early childhood education includes the following;

- To effect is smooth transition from home to school.
- To prepare the child for the primary level of education.
- To provide adequate care and supervision for the children while their parents are at work.
- To inculcate in the child the spirit of enquiry and creativity through the playing with toys.
- To develop a sense of corporation and team spirits.
- To provide a child friendly environment that is safe, secure, caring, and stimulating.

- To learn good habits, especially good health habits.
- To teach Rudman of numbers letters, colors shapes forms, etc. through play
- To work with the guidelines of early years foundation.

2.5 THE CONCEPT INSTRUCTIONAL MATERIALS IN EARLY CHILDHOOD EDUCATION

Instructional materials generally refer to those materials that are used in the classroom to enhance teaching and learning. Instructional materials are materials employed by the teachers to improve the effectiveness of instruction. They are the source which provides information for required learning experiences. It is a source from which useful information can be obtained by the learners for the attainment of particular instructional goals.

Instructional materials can also be seen as that device developed or acquired to assist teachers in transmitting organized knowledge, skills and attitude to learners within an instructional situation. Instructional materials are regarded as those practical and skill development resources which facilitate the process of teaching. These instructional materials include the electronic systems, tools, equipment and other resource materials that could be utilized for directing and controlling vocational technical operations and for reinforcing the teaching and learning of specified skills.

One popular definition of instructional material in the early 20th century is by John Dewey, an influential educational philosopher. He emphasized the importance of materials that promote active learning and engagement.

Gardner and Thomas (2003) see instructional materials as those materials which help to convey the intended message effectively and meaningfully to learners so that learners receive, understand and equally apply the experience paired to reach overall educational goals. In further explanation of what learning materials are, Osiyale (1998) described instructional materials as those things which encompass all persons and things capable of conveying information, values, processing, experiences and techniques that could be used to actively engage the students in the learning process.

Gerlachi (1989) points out that instructional materials includes a wide range of material, equipment and techniques such as chalkboard, bulletin boards, film strips, slides, motion pictures, television, programmed instructional models, demonstrations, charts, maps, diagrams and books to enhance instruction and reinforce key concepts.

In early childhood education, instructional materials play a crucial role in engaging young learners and supporting their development across various domains, including cognitive, social, emotional, and physical. These materials are designed to be age appropriate, interactive, and aligned with the specific learning goals and objectives of early childhood education. Instructional materials in early childhood education can take any forms; For example, books, storytelling materials, picture books and even

interactive books can take children on amazing adventures while helping to build their language and literacy skills. Teachers often use these books to spark children's imagination, teach new vocabulary and develop their love for reading.

The manipulative like building blocks, counting toys and puzzles that children can move, touch and explore support cognitive development, problem-solving abilities, math's skill and fine motor skills. They are also just plain fun to play with.

Visual aids such as charts, posters and pictures enhance visual learning and understanding, making it easier for children to remember. Visual aids can be especially helpful to visual learners and those who are still developing their language skill.

Technology of course has become increasingly popular in early childhood education tool such as educational apps or interactive learning games can also be utilized to engage children and reinforce key concepts. They help children develop their digital literacy skills and of course it is important to find high-quality and age-appropriate technology tools for little ones.

The use of instructional materials in early childhood education promotes active learning, hands-on exploration, and multisensory experiences, which are essential for young children's holistic development. By incorporating a variety of instructional materials into their teaching practices, early childhood educators create an engaging and stimulating learning environment that fosters curiosity, creativity and a love for learning.

From the above explanation, one can say that instructional materials are those materials used to make teaching and learning more meaningful, interesting, understandable and of course more realistic. Many teaching process have failed to make meaning due to the absence of instructional materials. It then means that without instructional materials many teaching and learning will fail to achieve their set objectives. By using a variety of instructional materials, teachers can create a dynamic and interactive learning environment that caters to the diverse needs and interests of young children. These materials will encourage active participation, foster creativity and support children's overall development.

2.6 TYPES OF INSTRUCTIONAL MATERIALS

For learning to take place in the course of teaching, instructional materials must and should be adopted because even at the primary stage children learn more by taking active role and by what they see, they are not to be taught in abstract.

In most teaching and learning institutions, instructional materials have been the source of imparting knowledge to learners, particularly at the primary level of education. Instructional materials that are used vary, depending on the type of subjects taught in schools. Instructional materials can be categorized into human and material resources as the two major components. They have also been classified according to the sense organs which they appeal to.

Human resources include all human beings that function to aid teaching and learning in schools. The teacher makes information available to learners. He also suggests alternative sources of information to these learners. Therefore, the teacher is a resource person. Other categories of staff in the school are also human resources. For instance, a teacher trying to explain a concept to the pupils can call on another teacher. The other teacher in this way act as a resource person to the pupils. Members of the community can also act as a resource persons. Such people as mechanics, traders, carpenters, medical doctors, farmers etc. could be used by the resourceful teachers in one way or the other to facilitate learning.

Material resources therefore are that number of instructional materials which teachers frequently use and are more familiar with. These could be classified as printed and non-printed, depending on the type and they cover such range of facilities like books, documents, records, magazines, journals, libraries, archives, picture, drawings, carving, sketches, carvings, slides, films, life specimen, maps, globes, templates, chalkboards, flannel board etc. The method of using them vary from teachers to teacher and from subject, and the developmental stage of the as the case may be.

Onyejemeze (1990) enumerated types of instructional materials to include real life situation, real objects, symbolic and pictorial representations. She went further to classify instructional materials into tangible and intangible resources. According to her, tangible resources could be grouped into visual, aural and audio-visual aids. Whereas

the intangible resources consists of methods and techniques of instructor used by teachers. Akanbi in onwuzu (1998) classified visual aids as the resource materials and devices that appeal to the sense of sight and touch. He grouped instructional materials into projected aid and non-projected aid. The projected aid are three dimensional aids such as film strips, slides and projector etc. while the non-projected aids are pictorial aids, charts, picture mobile, slides, books, laboratory equipment.

Ukeje (1986) opined that instructional materials fall into two categories visual aids, audio visual aids respectively. Visual instructional materials; these illustrate sight and are available in or environment. These materials include pictures, photographs, flash cards, charts, maps, diagram, models, filmstrip, slides, and exhibits. While audio visual aid materials combine both sight and hearing; include sound film stimuli, television, printed materials with recorded visual aids. They also relate to the feeling and touching which make a lasting impression on the learner.

Aliero (2000) began by defining instructional materials to be any device, piece of equipment graphic representing sound or illustration that helps the pupils to learn. He further categorized instructional materials into four main types viz,

- Visual aids: These include chalkboard, posters, bulletin board displays, models, motion pictures, slides, projected opaque materials flip chart and flannel board.
- Auditory aids: these include record players, tape recorders and language laboratories.

- Audio visual: these include aids that make use of sight and hearing such as motion pictures, slides and television.
- Stimulation devices: these include devices built to stimulate action or function of the real thing.

Olaitan and agusiobo in mama (1999) maintained that instructional materials can be schematically categorized into concrete real materials and models or representations. They went further to emphasize that concrete/real materials make teaching more meaningful and can therefore be said to be the best teaching and instructional materials. According to Akubue (1992) auditory aids are those that relate more to the senses of hearing. They include the radio, record players, tape recorders, and the human voice. He further observed that audio visual aids make it possible to combine the external senses especially those of seeing and hearing included are television, video equipment and the camera.

Ezejitu (1994) carried out an experimental study on the performance of primary school pupils taught primary science, using learning materials and those taught without these materials in Nsukka urban. The entire population was used; hence there was no sample and sampling techniques. The finding shows that the teaching of primary science with learning materials is more effective than teaching without learning materials. In the sense that the pupils were able to understand, demonstrate and remember the lesson

taught. It also showed that teaching of primary science with learning materials made learning more participatory, interesting and permanent.

2.7 UTILIZATION OF INSTRUCTIONAL MATERIALS IN EARLY CHILDHOOD EDUCATION

It is one point for instructional materials to be available and another point for the available instructional material to be utilized. Teachers need to be skillful in utilizing different types of instructional materials in order to facilitate the learning process. Pupils learn faster and have good retentive memory if the teaching and learning process engages all their senses. Utilization which refers to the act of using or making most use of something to maximize efficiency and effectiveness. It can refer to how effectively resources are being used.

In education context, utilization can refer how effectively educational resources such as instructional materials, equipment or technology are being used to support learning. It is important to optimize the use of these resources to ensure that children have their best possible learning experience. It can also refer to the effective use of teaching methods and strategies to maximize student learning. It is about finding the most efficient and impactful ways to engage learners and help them understand the concepts being taught. Teachers often strive to utilize various instructional materials to create a dynamic and interactive learning environment.

According to Montessori, (1998) the use of concrete teaching-learning materials assist in the development of children's five senses. This reduces the dullness of the

teacher, caregiver using only one material to enhance learning. There are several varieties of instructional materials that can be used for example audiovisual aids (television, video) audio aids such as radio visual aids, such as flashcards, tangible aids like dolls and toys. All these clusters of instructional materials can assist the child to learn and acquire new knowledge. Aids such as charts pictures can enable a child to learn and remember concepts learnt. Preschool classroom should be well organized and be spacious for the free movement of children and teachers to assess materials and enable the teacher to pass round why assessing children's activities and motivate them. This materials need to be installed and fixed on station place where children can assess them. Examples of these include climbing bars where children can use these materials to play by climbing up and down the bars or ladder.

Utilization is the duty of the school to ensure that the materials are ready for use and that it is correctly used for the purpose for which it is meant. This is necessary in order to prevent any disruption of educational program. It has also been observed that even the few instructional materials available are not properly utilized for the better achievement of pupils, storekeepers, laboratory, librarian, and library attendants are conspicuously absent in most preschool.

In managing instructional materials, and for them to meet the objectives, caution must be taken in usage. That is materials must not be under-utilized or over-utilized, but optimally used. That is maximum utilization occurs when materials are put

into effective use in line with the objectives otherwise it will be counterproductive. The study of Oweya and Yera (2011), establish that instructional materials are the most important determiners of academic achievements. They allude that achievement is a function of availability of materials to pupils in Unity schools compared with that of government schools.

Lynons (2012) opined that the instructional materials play vital role in the actualization of educational goal and objectives by satisfying the physical and emotional needs of children and teachers of the school. The availability, adequacy and relevance influence efficiency and high productivity. It has always been realized that instructional materials are very important in the development of education in early childhood.

The utilization of instructional materials is crucial for creating a stimulating and immersive learning environment. By incorporating a wide range of materials, such as colorful books, engaging toys, and interactive games, educators can capture the attention and imagination of young learners. These materials not only facilitate hands-on exploration but also promote the development of essentials skills, such as fine motor skills, problem solving abilities, and language acquisition. It is all about creating a fun and interactive space where children can learn, grow and thrive.

Asaibaka (2008) also stated that the utilization of instructional material for educational purpose is still in the experimental stage. This is to say that instructional materials are still very vital to teaching learning, because one only attains the required

goal when he is morally sound, and on the other hand, and adage says that all work, and no play makes Jack dull boy. In essence, one need leisure periods focused on important programs with the television.

In early childhood education, instructional materials play a vital role in engaging young learners and promoting their development. These materials can include books, art supplies, sensory objects and more. Materials directly utilized in teaching and learning includes a clearly classroom and curriculum support materials, such as textbook, stationeries, Wall pictures, blackboard, audio visual aids; globes, maps , Atlas and concrete objects. Lack of these instructional materials would render the schooling experience ineffective.

By utilizing a variety of age-appropriate instructional materials, educators can create hands-on and interactive learning experiences that cater to the unique needs and interests of young children. These materials help to stimulate their curiosity, enhance their cognitive skills, and foster their creativity. It is all about providing a rich and engaging environment that supports their growth and development. The lack of instructional materials inevitably hampers, teaching, and depresses the spirit of the children and the enthusiasm of the teachers.

2.8 Impact of the Utilization of Instructional Materials in Early Childhood

The impact of utilizing instructional materials in early childhood education is significant. When children are provided with a variety of material such as books, toys,

and hands-on activities. It enhances their learning experience in several ways. First, it promotes active engagement and participation, allowing children to explore and interact with the materials, which helps them develop their cognitive, motor and sensory skills. When instructional materials are effectively used, they can enhance the learning experience for young children.

Amadioha (2009) believed that a purposeful and correctly prepared instructional materials can be used for purposes such as drawing attention in the classroom environment, transferring information, giving clues about subject, ensuring class participation, repeating what is learned, giving teachers skills to ensure method, material harmony and integration. The success of achieving the goal of teaching and learning in an instructional process depends on suitability of the material, adequacy and effective utilization of the material (Olaitan and Agusiobi, 2001).

The impact of utilizing instructional materials in early childhood education goes beyond just enhancing learning experiences. Number one holistic development, instructional materials, provides opportunities for children to develop various skills, including cognitive, social, emotional and physical abilities to engaging with materials. They can practice problem solving fine skills, teamwork, and self-expression. . Mathew (2012) concludes that the use of instructional materials makes teaching and learning effective as it enables learners to participate actively in classroom instructions.

Instructional materials like art supplies, building blocks and open-ended toys stimulate children's creativity and imagination. They can explore different possibilities experiment and create their own unique ideas and designs. They foster creativity and imagination, as they can use the materials to express their ideas and thoughts. Utilization of instructional materials in early childhood also has impact on the Language and literacy of the learners. Instructional material, such as books, flashcards and language, game support language development. They expose children to vocabulary, storytelling, and early literacy skills, fostering a love for reading and communication. It supports language development by exposing children to vocabulary, storytelling, and communication opportunities.

Visual aids, manipulative, and interactive materials can make abstract concepts, more concrete and engaging, helping children, grasp, and retain information better. Esu, Eukoha and Umoren (2004) believed that learning materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learner's imagination. Active engagement Materials encourage active participation and engagement among children, hands on activities, games, and multimedia resources, capture their attention and make learning enjoyable, this active involvement, promote curiosity, exploration, and the love for learning. When children have access to a variety of materials, they are more engaged and motivated to learn. Hands-on activities and interactive materials captured their attention, making learning, enjoyable, and meaningful.

Many instructional materials are designed to promote collaboration and improvements of children's social skills such as how to play with other children in a calm sharing and rewarding self-awareness and respect for others. Group, activities, games, and role-playing exercises and Courage, teamwork, communication and development of social skills, such as sharing, taking turns and problems solving together. By interacting with Materials children gain confidence in their abilities. They learn to solve, make decisions and explore independently for a sense of autonomy and self-esteem. Instructional materials also reflect diverse culture, and backgrounds and help children develop an appreciation for diversity and inclusivity. They learn about different traditions, customs, and perspectives, promoting empathy and understanding.

Differentiated instruction materials can be tailored to meet the diverse needs of children. They can be used to adapt, lessons and activities based on individual learning styles, abilities, and interest. These materials promote inclusivity, and insurance that every child has the opportunity to learn and succeed. Instructional materials play enormous role in teaching and learning process especially for early learners. They are used as check on the teacher's knowledge and means of transmission. An instructional material give teachers the air of guidance, coordination, supervision, more time for correction as well as brighten the classroom and brings variety to the lesson (Eyo, 2004). Omabe (2006) affirmed that instructional materials are central in the teaching and

learning process as they compliments efficiency of the teacher and effectiveness in lesson delivery.

Instructional materials can also involve parents and caregivers in children's learning experiences. Take-home activities, parent workshops, and educational resources enable parents to support their children's learning and reinforce concepts introduced in the classroom.

Lastly, it cultivates a positive attitude towards learning, as children find joy and excitement in the engaging materials. Overall, the utilization of instructional materials in early childhood education positively impacts children's holistic development and sets a strong foundation for their future learning journeys. Remember, these impacts are just a glimpse of positive outcomes that can result from utilizing instructional materials in early childhood education. It is all about creating a dynamic and supportive learning environment for our children.

2.9 Strategies for Selecting and Utilizing Appropriate Instructional Material

When it comes to selecting and utilizing instructional materials in early childhood education, it is important to consider their age appropriateness, engagement level, and alignment with learning goals. Look for materials that are hands-on, colorful, creativity, and interactive to keep the little ones engaged. Additionally, materials that promote exploration, creativity and problem-solving skills can be great choices. It is important to consider the specific needs and interests of the children. Choose materials that align

with the curriculum goals and promote the development of different skills, such as cognitive, language, social and motor skills.

For example, inclusion of books with colorful illustrations and age-appropriate stories to encourage language development and a love for reading. Hands-on materials like building blocks, puzzles and art supplies can promote problem-solving, creativity, and fine motor skills. It is also beneficial to have materials that reflect the diverse backgrounds and experiences of the children. This helps create an inclusive and culturally responsive learning environment.

The durability and safety of these materials should also be considered in utilization. Ensure they are age-appropriate and free from any potential hazards. Assess the effectiveness of the materials regularly and make adjustments based on the children's engagement and progress.

The key is to provide a variety of materials that are engaging, age-appropriate, and aligned with the learning goals to create a rich and stimulating learning environment for the young learners.

2.10 Summary of literature reviewed

Literature reviewed that the early childhood period, defined from birth to eight years, is crucial for children's cognitive, emotional, and physical development, setting the stage for future learning. UNESCO underscores the importance of addressing

children's holistic needs during this period, emphasizing the role of early childhood education in providing a nurturing environment and preparing children for primary school.

Different types of early childhood education institutions, including nursery education, kindergarten, Montessori schools, daycare centers, and play schools, cater to the specific needs of children at various ages. These institutions offer diverse approaches to learning, supporting children's exploration and development. Instructional materials play a vital role in early childhood education, enhancing teaching and learning experiences. These materials encompass a wide range of resources such as books, manipulative, visual aids, and technology tools. By utilizing instructional materials effectively, educators can create engaging and interactive learning environments that foster children's curiosity, creativity, and overall development.

Instructional materials in early childhood education can be categorized into human and material resources. Human resources involve teachers, caregivers, and community members who facilitate learning, while material resources encompass tangible and intangible materials used for instruction. These resources cater to different learning styles and preferences, promoting active engagement and multisensory experiences. Research indicates that teaching with instructional materials enhances learning outcomes, making lessons more engaging, participatory, and memorable for children.

The literature review also discusses the importance of utilizing instructional materials in early childhood education to optimize the learning process. It emphasizes that simply having materials available is not sufficient; they must be effectively utilized to engage all senses and maximize learning outcomes. Various types of instructional materials, including audiovisual aids, tangible aids, and visual aids, are highlighted as essential tools for creating dynamic and interactive learning environments.

The summary highlights the following key points:

Importance of Utilization: Effective utilization of instructional materials is crucial for facilitating the learning process and enhancing children's educational experiences. Teachers must skillfully incorporate various materials to engage students and optimize learning outcomes.

Types of Materials: The write-up lists several types of instructional materials, such as audiovisual aids, tangible aids like dolls and toys, and visual aids like charts and pictures, emphasizing their role in promoting learning and memory retention.

Organization and Accessibility: Preschool classrooms should be well-organized and spacious to allow for the free movement of children and easy access to materials. Materials should be strategically placed to facilitate learning and motivate children.

Impact of Utilization: Utilizing instructional materials positively impacts children's holistic development by promoting active engagement, cognitive skills, language development, creativity, and social skills.

Strategies for Selection and Utilization: The summary outlines strategies for selecting and utilizing appropriate instructional materials, including considering age appropriateness, alignment with learning goals, diversity representation, durability, and safety.

Overall, the effective utilization of instructional materials in early childhood education fosters a stimulating and immersive learning environment that supports children's growth and development. By incorporating a variety of instructional materials and instructional materials, early childhood educators create dynamic and interactive learning environments that promote children's growth and development across various domains and enhance learning outcomes.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter is structure under the following subheadings;

- Research design
- Population of the study

- Sample and sampling techniques
- Research instrument
- Validity of the instrument
- Reliability of the instrument
- Method of data collection
- Method of data analysis

3.1 Research design

The study is a descriptive survey design which aimed at assessing utilization of instructional materials among early childhood teachers in selected early childhood schools in Egor Local Government Area, Edo state. The descriptive survey design is concerned with collecting and analyzing data in order to explain or describe the features or characteristics and facts about the population of the study. This design is considered suitable for this study because it is aimed at assessing the utilization of instructional materials in early childhood schools.

3.2 Population of the study

The target population of this study comprises of both public and private preschool teachers in Egor Local Government Area, Edo state. Egor local Government area has about 52 primary schools which includes 12 pre-primary for government and 40 for private; faith based, and non-governmental pre-primary schools.

3.3 Sample and sampling techniques

A sample size of hundred (100) respondents being teachers was selected for the study. There are 52 approved pre-primary in Egor Local Government Area of Edo State. Twelve (12) of the schools are government owned while 40 are privately operated. A percentage of 13% schools representing twenty five (25) public and private schools was sample. The method used to draw the schools was simple balloting method which is to write out all the names of the schools and put in a container and randomly select one at a time, in which twenty five (25) schools were drawn. From the 25 schools, 100 subject teachers were randomly selected for the study. Four, (4) teachers were selected from each school and the method used in selecting the teachers is the purposive sampling technique. (Purposive sampling is a technique in which the person conducting the research relies on their judgment to choose the members who will be part of the study). The four teachers per school therefore added up to the 100 respondents as subjects for the study.

3.4 Research instrument

A questionnaire was developed by the researcher for collecting data pertinent to this study. The questionnaire was titled “utilization of instructional materials among teachers in early childhood schools”. It is made of two sections, A, and B. Section A contained information of demographic data of the respondents’ sex. Section B contains items on how often instructional materials are utilized and the impact on the pupils in the school. The responses were the modified four point- Likert scale of always, sometimes, rarely and never. Strongly agree (SA), Agree (A), Disagree (D) and Strongly

disagree (SA) was used for the impact. They were assigned weights of 4, 3, 2, and 1 point respectively.

3.5 Validity of Research Instrument

The instrument was validated by the researcher's supervisor and two others at the Institute of Education, University of Benin with regards to relevance of items to the research questions, content coverage, language appropriateness and clarity of expression. Appropriate corrections were made on the questionnaire by the supervisor before it was used for the study. This was to ensure both face and content validity of instrument of study.

3.6 Reliability of the Research Instrument

Mugenda & Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions. To check an internal consistency, the researcher used the test and re-tests method and made a comparison between answers obtained in the test and re-test of questionnaires. Thirty (30) copies of the instrument were given to teachers outside the samples schools and the Cronbach reliability statistics was used and it gave reliability index of 0.85.

3.7 Method of data collection

The researcher personally visited the school and administered the questionnaires. It was administered to the teachers in the selected nursery schools after obtaining permission from the head teachers of each school. The researcher addressed the

respondents about the purpose of the research before giving them the questionnaire to fill and they were properly guided on how to fill the questionnaire correctly by the researcher. Hundred (100) copies of the instrument were administered and retrieved on the agreed data between the teachers and the researcher. This method made it possible to achieve one hundred (100) responses.

3.8 Method of data analysis

This data gathered for the study were analyzed using frequency counts, mean, standard deviation and the independent sample test.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter is concerned with the presentation and analysis of data gathered through the use of questionnaire distributed to the respondents. The data gathered in the course of this study are presented and analyzed to answer the research questions which enhanced the successful completion of this project.

The research questions are as follows:

1. To what extent does the utilization of instructional materials play a vital role in the teaching and learning process?
2. What are the types of instructional materials available for teaching in early childhood schools?
3. What is the level of availability and utilization of instructional materials in schools?
4. What is the difference in the utilization of instructional materials by male and female teachers?

4.2 PRESENTATION OF RESULTS ACCORDING TO RESEARCH QUESTIONS

Research Question One

What are the types of instructional material available for teaching in early childhood schools?

Table 4:2:1: The Types of Utilization of Instructional Materials Available for Teaching in Early Childhood Schools

Instructional Materials	Frequency	Ranking
Textbook	94	1
Tape Recorder	16	8
Flash cards	78	4
Wall Charts	85	3
Slides	15	9
Television	55	6
Flip charts	12	10
Flip charts	35	7
Photographs	62	5
Chalkboards	82	2

Table 1 shows that Textbook, Chalkboards, Wall Charts, Flash cards, Photographs, and Television were ranked first, second, third, fourth, fifth and sixth types of instructional material available for teaching in early childhood schools. However, Flip charts, Tape Recorder, Slides, and Flannel board were ranked seventh, eighth, ninth and tenth

4:2:2 Research Question Two

What is the level of availability and utilization of instructional materials in early childhood schools?

Table 4:2:2: The Level of Availability and Utilization of Instructional Materials in Early Childhood Schools

Instructional materials	Mean	Standard deviation	Remarks
Textbook	3.82	0.41	Always
Tape Recorder	1.84	0.98	Rarely
Flash cards	3.16	0.78	Sometimes
Wall Charts	3.33	0.88	Sometimes
Slides	1.94	0.97	Rarely
Television	2.71	1.06	Sometimes
Flannel board	1.98	1.08	Rarely
Flip charts	2.53	1.02	Sometimes
Photographs	2.96	0.96	Sometimes
Chalkboards	3.70	0.81	Always
Cluster	14.34	5.29	

This table shows that Textbooks, and Chalkboards were always used instructional materials by teachers. The teachers sometimes make use of Wall Charts, Flash cards,

Television, Flip charts and Photographs. However, they rarely make use of Tape Recorder, Slides, and Flannel board. The cluster mean of 14.34 implies that the level of availability and utilization of instructional materials in early childhood schools was low.

4:2:3 Research Question Three

To what extent does the utilization of instructional material impact on the teaching and learning process?

Table 4:2:3: The Impacts of the Utilization of Instructional Materials in the teaching learning process

Items	Mean	Standard deviation	Remarks
The use of instructional material makes the lesson more interactive.	3.89	0.34	Agree
The use of instructional material stimulates children's creativity.	3.80	0.40	Agree
The use of instructional material meets individual children's diverse needs.	3.42	0.74	Agree
The use of instructional material promotes collaborations and develops children's social skills.	3.58	0.57	Agree
The use of instructional material stimulates critical thinking and autonomy in the pupil.	3.56	0.70	Agree
Cluster	18.04	2.37	

Table 3 revealed that the respondents agree that the use of instructional material: makes the lesson more interactive, stimulates children's creativity, meets individual children's

diverse needs, promotes collaborations and develops children’s social skills, and stimulates critical thinking and autonomy in the pupil. The cluster mean of 18.04 implies that the utilization of instructional material impact on the teaching and learning process to a high degree.

4:2:4 Research Question Four

What is the difference in the utilization of instructional materials by male and female teachers?

Table4:2 4: Independent Sample T-Test of the Difference in the Utilization of Instructional Materials by Male and Female Teachers

Sex	N	Mean	Standard deviation	df	t-value	p-value
Male	24	13.67	3.93	98	-0.452	0.652
Female	76	14.28	5.84			

Table 4 shows a t-value of -0.452 and a corresponding p-value of 0.652. This implies that there is no significant difference in the utilization of instructional materials by male and female teachers ($p>0.05$)

4.3 Discussions of Findings

This section presents discussion based on the findings of the work as elicited from the four (4) research questions presented in chapter four.

Analysis of data arising from this research question, revealed that instructional material is the key to efficient teaching been that they provide experiences as well as contribute to the efficiency, depth and variety of learning. This is in line with Offorma (1987) and Ocheri (1987) that to be able to effect the desired change in behavior of the learners, the

teachers should use a number of devices to enhance the teaching, these devices are referred to as instructional materials.

Gerachi (1989) points out that instructional materials include a wide range of material equipment and techniques, that many teaching processes have failed to make meaning due to the absence of learning material. This implies that without instructional material many teaching and learning will fail to achieve the set out objectives.

The research by Omani (1988) study on the availability and utilization of learning resources shows that learning resources are not adequately available for teaching and learning concurs with research finding of question two (2) with the cluster mean of 14.34 implying that the level of availability and utilization of instructional materials in early childhood schools was low.

Ebo (1988) opined that learning resources represent ways of expressing ideas, presenting information in making instruction more challenging, efficient and clear, these agree with the researcher in question three (3) with cluster mean of 18.04 which implies that the utilization of instructional material impacts on the teaching and learning process to a high degree as instructional materials stimulate critical thinking, social skills, make lessons more effective and influence children's ability to learn.

Research question four seeks to find the difference in the utilization of instructional materials by male and female teachers. The analysis of this study also revealed that there is no significant difference in the utilization of instructional materials by male and female teachers

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Introduction

The main objective of this study was to determine access the adequacy of instructional materials in primary schools in Egor Local Government Area Benin-city Following the analysis in the previous chapter, this chapter presents a summary of the entire study, conclusion that was drawn and recommendations

5.2 Summary

The population of the study comprised of some selected primary schools in Egor local Government area Benin City.

The instrument for data collection was a questionnaire which was constructed by the researcher after thorough review of literature. The instrument was personally administered by the researcher. The collected data were analyzed and interpreted in line with the research questions. The findings showed that;

1. Primary schools have instructional material sources and are utilized while teaching though they are not adequate.
2. The use of instructional materials has a long role to play in the assimilation process of the pupils as it influences their ability to learn.
3. The most common instructional material available in primary schools in the selected area is Textbook, Chalkboards, Wall Charts and Flash cards.
4. The instructional materials that were always used by the teachers are the Textbooks, and Chalkboards. The teachers sometimes make use of Wall Charts, Flash cards, Television, Flip charts and Photographs. However, they rarely make use of Tape Recorder, Slides, and Flannel board.
5. The utilization of instructional materials makes the lesson more interactive, stimulates children's creativity, meets individual children's diverse needs, promotes collaborations and develops children's social skills, and stimulates critical thinking and autonomy in the pupil.

5.3 Conclusion

Based on the findings it was concluded that many of the primary schools which includes public, private and faith based schools in Egor local government area, Benin City have instructional materials but they are not adequate, and the most common instructional material utilized are chalk/whiteboard and textbooks.

Findings also indicated that the use of instructional materials while teaching influence the pupil's ability to learn, retain their attention span, make lessons more interactive, stimulate pupils interest towards a particular subject and also stimulate critical thinking. Instructional materials were also seen to be very important it is an essential aid to effective learning; they are the teachers and the teaching tools.

5.4 Recommendations

Based on the findings and conclusion of this study, the following recommendations were made by the researcher;

- The use of instructional materials should be made compulsory in all public pre-schools.
- The ministry of Education should provide policy guidelines to all primary schools with regard to the use of instructional materials in primary education, training teachers on how to effectively utilize instructional materials, conducting seminars and workshops supervision and inspection of the teachers.
- Schools should provide or improvise instructional materials so as to enhance learning.
- Teachers should be encouraged to participate in play as well as involving all children, cause it influence the pupil's attitude towards play.

- Schools should send teachers on workshops, seminars and refresher courses on the use of instructional materials as well as how to effectively manage instructional materials

5.5 Suggestion for Further Studies

- ❖ Further study can be carried out by other researchers using the same subjects in a different location or different subjects in the same or different locations.
- ❖ Furthermore, studies can also be carried out on the influence of instructional materials on the academic performance of primary school pupils.

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APPENDIX 1

Institute of Education
Early childhood Education
University of Benin,
Benin City,
Edo State.

Dear Respondent,

REQUEST TO COMPLETE A QUESTIONNAIRE

I am an undergraduate student of EARLY CHILDHOOD EDUCATION of the Institute of Education. As part of the requirement for the award of a Bachelor Degree in Education (B.Ed.), I am carrying out a research on the **“UTILIZATION OF INTRUCTIONAL**

MATERIALS AMONG EARLY CHILDHOOD TEACHERS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE”.

I kindly seek your response to all questions as honestly and appropriate as possible, this will enable me to achieve unbiased result. Your response will be treated with utmost confidentiality and will be used for academic purpose only.

Thanks for your Cooperation.

Yours faithfully,

Eze Cynthia Ogechukwu
Researcher

Section A: General information

INSTRUCTION: Please put a tick (✓) or fill in the required information in the spaces provided.

Gender: Male [] Female [] **Section B:**

Please tick (✓) the most appropriate box

Indicate the type of instructional materials are used in your school

Instructional Materials	
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Textbook	
Tape Recorder	
Flash cards	
Wall Charts	
Slides	
Television	
Flannel board	
Flip charts	
Photographs	
Chalkboards	

Indicate how often these instructional materials are utilized

	Always	Sometimes	Rarely	Never
Textbook				
Tape Recorder				
Flash cards				
Wall Charts				
Slides				
Television				
Flannel board				

Flip charts				
Photographs				
Chalkboards				

Impacts of the Utilization of Instructional Materials

	SA	A	SD	D
The use of instructional material makes the lesson more interactive.				
The use of instructional material stimulates children's creativity.				
The use of instructional material meets individual children's diverse needs.				
The use of instructional material promotes collaborations and develops children's social skills.				
The use of instructional material stimulates critical thinking and autonomy in the pupil.				