

EFFECT OF INSTRUCTIONAL MATERIALS AND  
SCHOOL FACILITIES ON STUDENTS' ACADEMIC PERFORMANCE IN IKERE LOCAL  
GOVERNMENT, EKITI STATE.

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ABSTRACT

The research was carried out in some secondary schools in Ikere Local Government, Ekiti State. The objectives of the study were to assess the availability, utilization and effect of instructional materials and school facilities on students' academic performance. The study sample was selected through simple random sampling technique. The data collection instruments were questionnaire and observation. Twenty-five respondents were administered the questionnaire which include principals, teachers and students. The data analysis was done using statistical tools such as percentages, frequencies, means, and correlation.

The research result showed that the availability and adequacy of most of the instructional materials and school facilities and instructional materials were just a little. More so, utilization of most of the instructional materials and school facilities were also just a little. The correlation analysis for the relationship between instructional materials and school facilities on students' academic performance were significant with a moderate positive relationship of 0.5 and 0.45 respectively. Inadequate and low quality instructional materials and school facilities in secondary school impedes effective teaching and learning process and hence affect students academic performance negatively.

CHAPTER ONE  
INTRODUCTION  
BACKGROUND TO THE STUDY

Relatively permanent change in behavior is the primary purpose of the teaching-learning process that occurs through experience in the learners environment. The desired change cannot manifest without the availability and proper use of instructional materials, school facilities and other needed resources.

Regarding available school resources Ogunsaju emphasized that, quality of education that students receive depends on the availability of an overall school facilities in which teaching and learning takes place. Quality, relevance and access to education can be attained if and only if educational materials are properly available and utilized in an educational institution

Educational resources are means through which information is effectively communicated from the teacher to the learners. In the school settings, textbooks, all types of buildings (academic and non-academic), equipments, classroom facilities, furniture, instructional materials, audiovisual aids, toilet, computers, library and laboratory materials make up important school facilities that are required for effective learning.

Buckley et al., (2004) states that school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. Additionally, they emphasized that the availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn that positively affects students academic achievement.

Lawrence (2003) emphasized that the unavailability of school resources negatively affects staff and students motivation. A good school environment and adequate school facility have a significant positive effect on teachers motivation and student's achievement.

Furthermore, O'Neill (2000) described that school facility impacts on student

achievement, attendance and teacher retention. Reynolds, et al., (1996) found that a negative impact on student achievement where school facilities. Adequate and quality school facilities are basic ingredients for quality education and to achieve the intended goal of the school program. They also strengthen the idea by emphasizing that learning is a complex activity that

requires students and teachers motivation. adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment for child's development. Students' academic performance is the product of evaluation (formative or summative evaluation) after instruction has been passed by the teacher.

Students' academic performance is

an aspect of education that has been and still is of great concern to parents, school managers educational researchers and policy makers in both developing and developed nations (Makori and Onderi. 2013). There are many factors affecting the academic performance of students in Nigeria some of which include peer pressure, students poor studying habit. examination malpractice, cultism, drug abuse, truancy, poor school infrastructure and instructional materials.

Poor quality and inadequate instructional materials and educational facilities in schools are problems the parents, teachers, schools, school administrators, government at all levels and policy makers are responsible for. The resultant effects have been unfolding over the years in Nigeria in terms of continuous poor academic performance of students without prompt intervention by the stakeholders. Facilities provided in schools at all levels are rather inadequate to cater for the need of the ever increasing number of students. Poor quality of teachers and lack of constant training on how to effectively use and manage.

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26% of the National budget must be committed to education. The 2009 Federal government

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#### STATEMENT OF PROBLEM

The persistent poor performance of secondary school students and continuous decline in quality of students for higher institutions in Nigeria are causing serious concern in education system. One of the major problems in secondary schools in Nigeria is lack of materials and equipment for teaching and learning. The terrible performance of students in examinations has been significantly ascribed to inadequate educational resources.

Okoro (1998) pointed out that the facilities which include the buildings, equipment, tools and school materials available are inadequate for effective use in schools. Oranu (1990) revealed that lack of physical facilities are the problems of tertiary institutions in Nigeria. On the problems existing in the schools and the system of education, it is lack of materials and necessary equipment in teaching science and technology subjects (Aromolaran, 1985).

It is also not uncommon that facilities in most Nigerian public schools are dilapidated and inadequate to provide quality education service delivery (Sanusi, 1998). Afolabi (2002), reported that in Ondo state the classrooms in most of the schools were inadequate in terms of decency, space, ventilation and insulation from heat; the incinerators and urinal were not conveniently placed, and the school plant was poorly maintained; these combined deficiencies constituted a major gap in the quality of learning environment, thus the attendant result of non attainment of the set standards and goals in secondary schools. The deteriorating condition and poor maintenance of school infrastructure are threats to school management, curriculum delivery and students academic performance. This is evident as the results of Senior School Certificate Examination conducted by the West African Examination Council and the National Examination Council were extremely poor in Nigeria between 2007 and 2010. According to Fafunwa (2010), there is a big gap in quality, resulting from large number of students in crowded classrooms, using inadequate and obsolete equipment and with disillusioned teachers. These combined deficiencies perhaps constituted a major gap in the quality of learning infrastructure, thus, many challenges bear on teaching and learning that prevent the education system from getting the best out of its efforts to achieve the required level of attainment teaching and learning activities in secondary schools.

#### PURPOSE OF THE STUDY

The main purpose of the study is to examine the effects of instructional materials and educational facilities on the academic performance of students' in secondary schools in Ikere L. G., Ekiti. The study specifically aims at finding out the following:

- The availability and adequacy of instructional materials and educational facilities in secondary schools in Ikere L. G.A., Ekiti state.
- The utilization of instructional materials and educational facilities in secondary schools in Ikere L. G.A., Ekiti state
- The effects of instructional materials and educational facilities on the academic performance of students' in secondary schools in Ikere L.G.A, Ekiti state.

#### SIGNIFICANCE OF THE STUDY

The findings of this study will provide useful information especially to the Ekiti state government and to the federal government at large. It will inform the Ekiti state government on how available and adequate instructional materials and educational facilities are in her secondary schools in Silame local government. This study will further enlighten the Ekiti state government on how the present

condition or

instructional materials and educational facilities in its schools are affecting the academic performance of students. It will provide insight into the areas of instructional materials and educational facilities that are most lacking in the schools and needs prompt intervention.

#### RESEARCH QUESTIONS

The following research questions were raised to guide the study

- To what extent are instructional materials and school facilities available and adequate the schools'
- How well are the available instructional materials and school facilities utilized?
- What is the effect of the instructional materials and school facilities on the academic performance of the learners?
- What is the type of relationship between the available instructional materials and school facilities and students academic performance?

#### RESEARCH HYPOTHESIS

The following hypotheses will be tested at ( $p < 0.05$ ) significance level:

- Null hypothesis ( $H_0$ ): There is no significant relationship between the available instructional materials and students academic performance.
- Null hypothesis ( $H_0$ ): There is no significant relationship between the available school facilities and students academic performance.

## CHAPTER TWO

### LITERATURE REVIEW FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF STUDENTS

The academic performance of students is affected by numerous independent factors that can be within the school or outside the school system. These include socioeconomic status of students family, school leadership, students learning skills and study habit, instructional materials, school facilities and student-teacher ratio. This is as shown in Fig. 1. However, Shimada (2010) warns that no single variable has a strong impact on academic achievement, arguing that the educational process is complex and several factors create combination effects Change(2012) and Engin-Demir (2009) reported in their study that socioeconomic status of students' (SES) family is closely related to student performance. (Change , 2012:23) further states in his investigation that SES is one of the most powerful predictors of student academic achievement across all racial and large groups. Leadership in schools has also been identified as important in relationship to students' achievement (Louis et al., 2010) Great deal of research has also focused on class size. student-teacher ratio, learning environment cultural resource and learning or material resources among others in relation to academic achievement (Atanda and Jayeoba, 2011; Zwick, 2012; Greenwald and Hedges, 1996; Weiet al., 2011; Houtveen and Gift, 2012) and the outcome is a mixed. Marks (2010), argues that 'other things being equal, students at better resourced schools would be expected to perform at higher level than students attending poorly resourced schools'.

#### INSTRUCTIONAL MATERIALS

Instructional materials are contents that convey the essential knowledge and skills of a subject in the school curriculum through a medium or a combination of media for conveying information to student (Wikipedia). Instructional materials may be provided in form hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media. and computer courseware or software. Instructional materials include

textbooks

educational media (library media print, non-print, and electronic resources), computer software digital content, videotapes.

#### Types of Instructional Materials

The basic types of instructional materials according to The Great Soviet Encyclopedia (1979) are

as follows:

Concrete objects: These types of instructional materials include objects and phenomena:

such as minerals, rocks, raw materials, semi-finished and finished manufactured articles

and plant and animal specimens. Included among these materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying

such reactions during laboratory sessions. Also included in the first group are materials

and equipment for students' experiments and other travel, as well as supplies, instruments,

and equipment for production training and for courses in drafting and the representational

arts. Among such supplies, instruments, and equipment are wood, metal, plastic, glass objects, measuring and monitoring instruments and equipment, equipment for the

assembling and finishing of various products, and machines and machine tools.

Representations of concrete objects and phenomena: These include three-dimensional

materials (castings, globes, and experimental models), two-dimensional materials (charts,

pictures, photographs, maps, diagrams, and drawings), and audiovisual materials.

#### Importance of Instructional Materials

Learning by student occurs primarily through interaction with people (teachers, peers, resource persons and parents) and instructional materials (textbooks,

worksheets, Internet, projects, quizzes, and tests). Students learn by engaging in cognitive, affective and psychomotor

processes (domains of learning) that are determined by relationship with people and instructional materials. Instructional materials help to improve students'

knowledge, abilities, skills and Teachers vary considerably in the way they use textbooks, teacher's guides, and assessment materials, with some teaching

strictly to-the-book and others exercising considerable flexibility

(Donald et al., 1989). Despite such individual variability, in general, teachers are much more

likely to cover topics presented in the materials selected by their school or district than to cover topics not included; they are likely to follow the

sequence of topics in the selected materials; and their pedagogical approach is influenced by the instructional design of the materials (Kobert et

al. 2003). The evidence is clear that instructional interactions between

students and teachers are framed by the instructional materials that teachers are provided by their schools and districts.

That instructional materials exercise their influence on learning directly as well as by influencing teachers' instructional choices.

### CHAPTER THREE

#### MATERIALS AND METHODS

##### RESEARCH DESIGN:

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

and students who will give information about the state and problem facing the educational sector in Ikere Local Government.

#### METHOD OF DATA COLLECTION

The questionnaires were administered to the teachers and students. A total number of 25 copies of the questionnaires were distributed to the principals, teachers and students in the three schools. The questionnaires were retrieved back from the respondents after they have responded

#### METHOD OF DATA ANALYSIS

The data obtained from questionnaires were analyzed quantitatively and qualitatively. Analysis of descriptive statistics entailed frequency, percentages, and means scores. Inferential statistics analysis was done using Pearson Correlation at 0.01 significance level, using Statistical Package for Social Sciences (SPSS)

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