

CRISIS OF POOR ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS AND ITS NEXUS WITH INSTRUCTIONAL MATERIALS IN KWARA STATE, NIGERIA

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Abstract

Instructional materials are very central to the academic performance of students as they help to improve their knowledge of the subject matter and enhances their understanding of educational concepts and their practical applications for solving societal problems. In spite of the importance of instructional materials to the learning process, most students often complain of being taught principles that seem to be abstract in nature without adequate use of instructional materials. This study examined the availability of instructional materials for teaching and its effects on students' academic performance in Kwara state, using Asa local government area as case study. The study relied on 189 questionnaires collated and analyzed using the Statistical Package for Social Sciences (SPSS) software. Majority of the respondents agreed that there are sufficient instructional materials, including chalk board, textbooks and chart in secondary schools in Asa but strongly disagreed that there is availability of other relevant instructional materials, especially, the projector in the schools. Findings of the study also confirmed that the use of instructional material has impacted positively on student academic performance in secondary school in Asa Local Government and that the high failure rate among students was not due to dearth of instructional material. The study concluded that the use of instructional material is very impactful on the academic performances of students in secondary schools in Asa local government. It is recommended that the Asa Local Government authorities should procure more instructional materials in secondary schools to take care of new student enrolments.

Keywords: *Crisis, material, performance, student.*

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Introduction

Instructional materials are very central to the academic performance of students as it helps to improve their knowledge of the subject matter and enhance their understanding of educational concepts and their practical applications for solving societal problems. Instructional materials support the teaching and learning process by improving the retentive memory of the students and making lesson more realistic, practical and more interesting to the students. In the contemporary world, where education is enhanced more by advanced technology, oral teaching that is largely based on abstract and conceptual understanding cannot be the key to successful academic endeavour among students. Consequently, teachers use instructional materials to make teaching and learning processes quite interesting, refreshing, stimulating and more understandable to the students with easy recollection of facts (NIC hulls, 2003; Raw, 2006).

Instructional material does not only help to motivate students to develop interest on a particular subject but also helps to improve the teacher's knowledge of the subject matter while also helping to monitor students' assimilation rates and contribute to their overall development and upbringing (Osuala, 2010). From the above observations, the need to emphasis on the use of instructional materials in any learning and teaching environment cannot be underestimated. There are different methods of using instructional materials for teaching, which could be done through demonstration, experimentation and observation, among others while key instructional materials for learning process include chalkboard and textbooks, which are often available for teachers. As a process, instructional materials cannot be separate from classroom teaching; otherwise, it could paralyze the entire system or process when neglected.

While the use of instructional material is very central to the learning process, the academic performance of secondary students in Kwara state generally and Asa local government in particular is very appalling. The outcome of academic performance of secondary school students in virtually all national examinations, including the West African Examination Council (WAEC) and National Examination Council (NECO) rated Kwara State between 28th and 31st positions out of 36 states, as only 26% of students from the state who took WAEC in 2018 passed with five credits that included English and Mathematics while only 43% of the candidates passed in the NECO exams with credit in both English and Mathematics within the same period Charles (2018). Though about 63% and 67% of the students passed WAEC and NECO respectively in the 2017 internal exams in Asa local government area, 73% and 78% of the scores respectively did not include English and Mathematics, which curtails their chances of admission into the University (Kwara State Ministry of Education, 2017).

The above percentage scores clearly show that students' performances in Kwara state are inadequate as many continue to fail their examinations. Part of the presumed causes of this failure is the non-availability or weak usage of instructional materials by the teachers, which makes it difficult for the students to comprehend lessons being taught adequately. Many students also complain of being taught principles that seem to be abstract in nature

with weak conveyance of the aim and objectives of the lessons to the learners without the use of instructional materials (Adewale et.al., 2017).

This paper investigates the extent to which instructional materials are being used in secondary schools in Asa local government area of Kwara state of Nigeria and its impact on the academic performances of secondary students. The study specifically examines the rate at which instructional materials are available in secondary school in Asa local government and establishes the nexus between the availability rate of instructional materials and academic performance of the students in the area. The paper equally identifies the challenges of using instructional materials on academic performance of the secondary school students in the locale and provides recommendations on how the poor academic performances of the students could be curtailed in the area. Previous studies (Adewale 2011, Nkem 2013, Eshiet 2013, Effiong and Igiri, 2015) have linked poor performance of students partly to lack of adequate instructional materials. However, none of these works, to the best of the knowledge of the researchers focused on the nexus between the use of instructional materials and academic performances of secondary school students in Asa local government area of Kwara State. This study intends to fill this academic gap by examining the role of instructional materials in the teaching and learning process in the study area.

Operational Definition of Terms

The following terms are hereby defined for clearer understanding of the meanings assigned to them by the authors.

- i. **Instructional Materials:** These are print and non-print items that are used as aids to impact knowledge on the students. Such materials include kits, textbooks, magazines, newspapers, and pictures, audio and video recorders. Instructional materials also include those materials used in learning situations to supplement the written or spoken words in the transmission of knowledge, attitude and ideas.
- ii. **Crisis:** This refers to any event that leads to an unstable and dangerous situation, which affects an individual, group, community or the whole society.
- iii. **Poor Academic Performance:** This refers to unsatisfactory performances of students in their examinations as reflected in poor results outcome.
- iv. **Secondary School Students:** This refers to post primary school students who attends colleges below tertiary education and who are usually between 11 and 16 years of age.

Review of Related Literature

Urom and Effah (2018) while discussing the relevance of instructional materials to academic performance, posit that instructional materials stimulate students desire to learn and assists such students to assimilate and memorize lessons easily while also focusing their attention on the subject matter. Ewudo (2009), in his study, finds that instruction materials help students to improve in the learning procedure as their skills are developed through the process. In his findings, Ogbu (2006), explains that instructional material develop students ideas through the creation of events and objectives which improves the students interest on the subject while also improving the emotional instinct of such students towards the required

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knowledge. As distilled by the author, through the use of instructional materials, the students capture the true picture of what is taught by the teacher and through the presentation of subject content and motion pictures, instructional material plays an efficient role by making inducing students to capture the main points or the subject matter.

Ukpata (2005), discovers in his study that instructional material took into account the cognitive background of the student in the secondary schools by providing the materials that are relevant to their needs at that tender age of adolescence. Abdullahi (2008) identifies the roles of instructional material in education management posting that instructional material helps teachers to make use of the relevant instruction model through proper organization of the course contents to the students. As noted by the author, the use of correct instructional materials efficiently will help the student to perform well in external examinations and compete favourable with their competitors from other schools. A teacher who fails to teach according to the instructional materials, noted the author, will be making the students to be tired and disinterested in the subject being taught.

Ani (2006) discovers that instructional materials help the teacher in presenting the subject matter effectively before the student having come to the class with adequate preparation on the subject, who is reflected on the prepared a lesson note. The note thus helps the teacher to master his subject before going to the class. Orumbata (2004) relates the relevance of instructional material to effective teaching by stating that the Instructional material help teachers in improving their skills and widening of their knowledge. This is because the teacher is familiar with the teaching apparatus, which he experiments to boost his confidence before going for lessons while also helping the teacher to study ahead of time (Effiong and Igiri, 2015). This helps the teacher to memorize what is meant to be taught in the class and allows him to be ready to entertain any question from the student. According to Chima (2009) instructional materials help the teacher to relate well with the students academically. In this case, students are often very proud of their teachers.

Oluwate (2010) posits that instructional material improves teachers' creativeness having paved way for him to assimilate easily what knowledge to impart to the students. According to Adewale (2011), instructional material helps the teacher to hold students attention in the class. This is because students believe in the teacher who teaches with the use of instructional aids that are easily observable than abstract thinking as it helps the students to understand the mechanism of learning. Ugwu et al (2011) opine that instructional material helps the teacher to control the pace of learning as the students are usually very attentive to such teacher. Adebowale (2016) concludes that the Nigeria education sector has been plague by various problems while undermining its optimum development over the years. In general term, Nigeria education system is confronted with many problems, including under funding and lack of sufficient teaching staff. According to Orji (2003), the post primary school management board (PPSMB) is controlled by the Education ministry and thus lacks autonomy, as a result of which decision taking is often bureaucratic and unnecessarily delayed. Therefore, the Education Ministry is characterized by inefficiency. To this end, more instructional materials believed to have been sent to schools do not get there.

Agom (2011) finds that poor funding of school have affected the rate of students learning, the author encouraged the government to pay attention to the provision of instructional materials for the teachers to enable them impact meaningful knowledge unto the students. Aruka (1998) finds that the employment policies in the education sector are very biased to objective teacher selection process. More of the teachers are far less qualified with weak knowledge of efficient use of instructional material meant for teaching the students. The author admonished that the Ministry of Education should interview thoroughly the applicants before employing them as teachers.

In his own contribution to the nexus between instructional material and academic performance of students in secondary school, Patrick (2011) posits that corruption is very rampant in the education sector and this affects the teaching pattern in the secondary school. As noted by the author, even when the instruction materials are provided, what most principal do is to package it and sell it to private schools and embezzle the money. As teachers and students await the instructional materials to guide them in teaching and learning, the principal keeps giving excuses on why it has not been provided thus, obstructing the learning process. Omebe (2001) posits that many students are not interested in learning, even when the instructional materials are ready, preferring instead to stay out of learning. What has been distilled from the above review is that instructional material is very relevant to sound academic performance of secondary school students and that the materials have not impacted positively on students' academic performances due to concerts of internal and external factors.

Theoretical Framework

The Instructional and Resource Based Learning Theories are adopted as the theoretical foundation of this paper. The Instructional theory was originated in United States in the late 1970s. An instructional theory is "a theory that offers explicit guidance on how to help people learn and develop their academic capability. The theory was heavily influenced by Benjamin Bloom (1956) as cited in Ekundayo and Ajayi (2009). The theory was explained further in his Taxonomy of Education Objectives, which represents one of the first modern codifications of the learning process. According to the author, Instructional theory provides insights about what is likely to happen in teaching under different learning environment while also helping to explain how instruction materials influence the learning process, indicating that this takes place through three major processes, which include the educational thought process that determines human: behaviorism based on the practical observation and regular instructions received from others. Thus, the theory helps to understand how people conform to predetermined behaviours by emulating others. The cognitive learning theory posits that learning occurs through mental associations and constructivism with regularity of instructions, which eventually becomes part and parcel of human behavior and becomes part of knowledge gain, either for good or bad.

Distilling the nexus between the learning and instructional theories, Charles (2013) posits that a learning theory describes how learning takes place and an instructional theory prescribes how to better help people learn. Learning theories often inform instructional

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theory, and three general theoretical stances are involved in this process: behaviorism (learning as response acquisition), cognitivism (learning as knowledge acquisition), and constructivism (learning as knowledge construction). Instructional theory helps to create conditions that increase the probability of learning. The goal of Instructional theory is to understand the instructional system and to improve the process of instruction. Instructional theories also identify what instruction or teaching should be like and outlines strategies that an educator may adopt to achieve the learning objectives. Instructional theories are adapted based on the educational content, and more importantly, the learning style of the students. They are used as teaching guidelines/tools by teachers/trainers to facilitate learning. Instructional theories encompass different instructional methods, models and strategies and tasked by knowledge selection, knowledge sequence, interaction management and setting of interaction environment.

Resource-based Theory (also known as the resource-advantage theory) was originated in the 1990s by Paulo Freire's (1988). Resource-based learning (RBL) is an approach to pedagogy which actively involves students, teachers and resource providers in the application of a range of resources (both human and non-human) in the learning process. It is claimed that this approach offers a flexible structure to learning such that the learner can develop as a learner according to their "varied interests, experiences, learning styles, needs and ability levels". The RBL approach focuses on the resources available to the learners and how the learners interact with these resources. This leads to an interest in the uses of technology to support and develop a learning environment. The exigencies of the Second World War impelled the training of large numbers of both military and civilian staff, and in the United Kingdom this led to the adoption of B. F. Skinner's operant conditioning as a strategy for achieving the requisite behaviour modification. By the 1950s and 1960s these stimulus-response methods were introduced into education, but were seen as being too mechanical. The response was a move to more cognitivist and constructivist approaches. In 1966 the Nuffield Foundation introduced the Resources for Learning project. This involved the teacher introducing a problem, the pupils formulating a hypothesis and then the pupils designing and carrying out an experiment. Kim Taylor an ex-headmaster soon took over as Director of the project.

However experience showed that a more instructional approach was better at being effective. This led to greater reliance on instructional design. This involved consideration of the scientific principles of pedagogy as well as attention to the equipment to be used to present the resources, which was seen as having managerial implications. Kim Taylor (1971) wrote *Resources for Learning*, which predicted significant changes if resource-based methods were to be effectively deployed. One of the issues he highlighted was that as a modern economy created pressure for a universalized education, which would require a shift away from "teacher-as-craftsman" as the situation would generate a significant short-fall in teachers. The "Nuffield solution" involved a transition from a craft-based model of teaching to a more industrial approach where greater attention is paid to the managerial effectiveness and the quality of the educational resources. The study adopts both the Instructional and Resource based learning theories because of its relevance to the subject matter.

Research Methodology

This paper relies on mixed methods of investigation, which by combines both the primary and secondary source of information for data interpretation. The primary instrument was based on the use of Questionnaire, combined with the re-analysis of existing data from secondary sources to generate new findings. The population of this study was drawn from both the secondary school teachers and students in Asa local government area. Nine schools were selected with 3 each from Afon, Owode and Onire districts and 24 respondents from each school. The purposeful sampling method was used with issuance of questionnaire to relevant subject teachers and senior secondary school students who are about writing WAEC and NECO exams. 216 questionnaires were administered out of which 189 were retrieved.

Data Presentation and Analysis

The first section of this paper captures the bio-data information of the respondents while the second section captures information based on the objectives of this research, using a 5-point Likert scale with "1= Strongly Disagree and 5=Strongly Agree". The data gathered would be analyzed using the Statistical Package of Social Sciences (SPSS) for easy analysis.

Table 1:Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.876	15

Source: Researcher's Field Survey 2018

Table 1 shows that the reliability of coefficients for all scales used in the study. The table contains fifteen items. It has Cronbach's Alpha of .872 and Cronbach's Alpha on standardized items is .876. Therefore, the items for the variables are reliable and acceptable because they are above 0.69 (Hair, Black, Anderson and Tatham 2006).

Table 2: Bio-Data of the Respondents

Sex	Frequency	Percent
Male	127	67.2
Female	62	32.8
Total	189	100
Religion	Frequency	Percent
Islam	153	81.0
Christianity	36	19.0
Total	189	100
Academic Status	Frequency	Percent
Teacher	22	11.6
Student	167	88.4
Total	189	100
Marital Status	Frequency	Percent
Single	173	91.5
Married	15	7.9
Widowed	1	.5
Total	189	100

Source: Researcher's Field Survey 2018

Table 2 shows the bio-data of the respondents, in which the total number of respondents 127 (67.2%) are male while 32.8 (62%) are female, meaning that the majority of the respondents are male. 22(11.6%) of the respondents are teachers while 167(88.4) are students. 173(91.5%) of the respondents are single, 15(7.9%) married and 1 (.5%) widowed. The implication of the result for the study is that 88.4% are students and 11.6% are teachers. Therefore, the concerned respondents are relevant for the generation of accurate data for this study.

Table 3: Normality Test of Dependent and Independent Variable

	N	Mini Mum	Maxi Mum	Mean	Std.	Skewness		Kurtosis	
	Stati Stics	Stati Stics	Stati Stics	Stati Stics	Stati Stics	Stati Stics	Std. Error	Stati stics	Std.
Dependent Variable									
AV_AVAILABI LITY2	189	1.00	4.80	2.9217	.7569	.106	.177	-.508	.352
Independent Variable									
AV_IMPACT2	189	1.00	4.80	3.5651	.7088	-.975	.177	1.017	.352
AV_CHALLENGE2	189	1.00	4.80	3.2381	.8273	-.454	.177	-.724	.352

Source: Researcher's Field Survey 2018

The assumption of normality is a prerequisite for many inferential techniques. There are different ways of exploring the assumptions graphically such as histogram, stem-and-leaf plot, box plot, normal probability plot and detrended normal plot (Coakes, Steed and Dzidic, 2006). There are also a number of statistics which are available to test the reliability of the result such as Skewness and Kurtosis, Shapiro-Walk statistics.

For this study, the test for the reliability of the result has already been done to see the normality of the data. However, Skewness and Kurtosis which are within acceptable value of ± 2 as well as the overall box plot also shows normality and reliability of the result.

Table 4: Availabilities of Instructional Materials

Items	Opinion	Percent	Mean	Standard Deviation	Remark
Chalk board					
Strongly Disagree	2	1.1	3.7672	1.07128	Agree
Disagree	38	20.1			
Undecided	9	4.8			
Agree	93	49.2			
Strongly Agree	47	24.9			
Total	189	100			
Projector					
Strongly Disagree	118	62.4	1.8995	1.39355	Strongly Disagree
Disagree	24	12.7			
Undecided	18	9.5			
Agree	6	3.2			
Strongly Agree	23	12.2			
Total	189	100			
Textbooks					
Strongly Disagree	13	6.9	3.6296	1.14407	Agree
Disagree	25	13.2			
Undecided	18	9.5			
Agree	96	50.8			
Strongly Agree	37	19.6			
Total	189	100			
Chart					
Strongly Disagree	12	6.3	3.9153	1.14075	Agree
Disagree	17	9.0			
Undecided	8	4.2			
Agree	90	47.6			
Strongly Agree	62	32.8			
Total	189	100			

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Tape record					
Strongly Disagree	70	37.0	2.0053	1.05436	Strongly Disagree
Disagree	81	42.9			
Undecided	6	3.2			
Agree	31	16.4			
Strongly Agree	1	.5			
Total	189	100			

Source: Researcher's Field Survey 2018

Table 3 shows that the majority of the respondents agreed that there is availability of chalk board in secondary schools in Asa. 118(62.4%) of the respondents strongly disagree, 24 (12.7%) Disagree, 18 (9.5%) Undecided, 6 (3.2%) Agree 23 (12.2%) Strongly Agreed that there is dearth of instructional materials in Asa local government. The majority of the respondents strongly disagreed that there is availability of projector in secondary schools in Asa local government. The 13(6.9%) of the respondents strongly disagreed, 25(13.2%) disagreed, 18(9.5%) Undecided, 96(50.8%) agreed, and 37(19.6%) strongly agreed that there is availability of textbooks in secondary schools in Asa local government. The total number of respondents, 12 (6.3%) strongly disagreed, 17 (9.0%) disagreed, 8(4.2%) Undecided, 90 (47.6%) agreed and 62(32.8%) strongly agree that there is availability of chart in some schools in Asa local government area. The majority of the respondents strongly disagreed 70 (37.0%) that there is availability of tape recorder for effective teaching and learning in secondary schools in Asa while 81 (42.9%) of the respondents disagreed, 6 (3.2%) undecided, 31 (16.4%) agreed and 1 (.5%) strongly agreed that there is availability of tape recorder as instruction material in Asa local government.

Table 5: Impact of Instructional Materials on Academic Performance in Asa Local Government

Items	Opinion	Percent	Mean	Standard Deviation	Remark
Instruction materials help students to improve in the learning procedure					
Strongly Disagree	16	8.5	3.6349	1.16192	Agree
Disagree	22	11.6			
Undecided	12	6.3			
Agree	104	55.0			
Strongly Agree	35	18.5			
Total	189	100			

Instruction materials improve student's attitudes, skill and knowledge					
Strongly Disagree	19	10.1			
Disagree	30	15.9	3.4339	1.16332	Agree
Undecided	7	3.7			
Agree	116	61.4			
Strongly Agree	17	9.0			
Total	189	100			
Adequate instructional media modify students together with sound institution management techniques.					
Strongly Disagree	2	1.1	3.6878	1.00155	Agree
Disagree	39	20.6			
Undecided	4	2.1			
Agree	115	60.8			
Strongly Agree	29	15.3			
Total	189	100			
Instructional materials develop students ideas through the creation of events and objectives					
Strongly Disagree	18	9.5	3.5556	1.19098	Agree
Disagree	23	12.2			
Undecided	17	9.0			
Agree	98	51.9			
Strongly Agree	33	17.5			
Total	189	100			
Instructional materials help students attain to his high level of effective development through the use of appropriate instructional objectives and use of material.					
Strongly Disagree	31	16.4	3.5132	1.14673	Agree
Disagree	2	1.1			
Undecided	-	-			
Agree	151	79.9			
Strongly Agree	5	2.6			
Total	189	100			

Source: Researcher's Field Survey 2018

Table 4 shows that 16 respondents (8.5%) strongly disagreed, 22(11.6%) disagreed, 12(6.3%) undecided, 104(55.0%) agreed and 35 (18.5%) strongly agreed that instruction materials help students to improve in the learning procedure. As a result, the majority of the respondents agreed that instruction materials help students to improve in the learning procedure. The majority of the respondents also agreed, 116 (61.4%) that instruction materials improve student's attitudes, skill and knowledge while 19 (10.1%) of the respondents strongly disagreed, 30 (15.9%) disagreed, 7 (3.7%) Undecided and 17 (9.0%) strongly agree. The total number of 2(1.1%) respondents strongly disagreed, 39 (20.6%) disagreed, 4 (2.1%), undecided, 115 (60.8%) agreed and 29 (15.3%) strongly agreed that adequate instructional media modify students together with sound institution management techniques. Therefore, the majority agreed that adequate instructional materials modify students' behaviour together with sound institution management techniques. The majority of the respondents also agreed, 98 (51.9%) agree, that instructional materials develop students' ideas towards personal creativity. 18(9.5%) respondents strongly disagreed, 23 (12.2%) disagreed, 17 (9.0%) undecided and 33 (17.55) strongly agree. In addendum, majority of the respondents agreed, 151 (79.9%) that instructional materials help students attain high level of creative intelligence. 31 (16.4%) of the respondents strongly disagreed, 2 (1.1%) disagreed, 0 (0%) undecided, and 5 (2.6%) strongly agreed.

Table 6: Challenges of Instructional Materials

Items	Opinion	Percent	Mean	Standard Deviation	Remark
Students inability to listen to teaching					
Strongly Disagree	1	1.6	3.6349	1.14346	Agree
Disagree	45	23.8			
Undecided	17	9.0			
Agree	77	40.7			
Strongly Agree	47	24.9			
Total	189	100			
Public control and bureaucracy					
Strongly Disagree	18	9.5	3.5185	1.19214	Agree
Disagree	25	13.2			
Undecided	18	9.5			
Agree	97	51.3			
Strongly Agree	31	16.4			
Total	189	100			

Poor funding of schools					
Strongly Disagree	17	9.0			
Disagree	28	14.8	3.4868	1.19666	Agree
Undecided	22	11.6			
Agree	90	47.6			
Strongly Agree	32	16.9			
Total	189	100			
Corruption					
Strongly Disagree	24	12.7			
Disagree	42	22.2	3.2275	1.29897	Agree
Undecided	18	9.5			
Agree	77	40.7			
Strongly Agree	28	14.8			
Total	189	100			
Employment techniques					
Strongly Disagree	61	32.3			
Disagree	63	33.3	2.3228	1.25332	Disagree
Undecided	17	9.0			
Agree	39	20.6			
Strongly Agree	9	4.8			
Total	189	100			

Source: Researcher's Field Survey 2018

The result shows the majority of the respondents, 77 (40.7%) agreed that students' inability to listen to teaching constitute great challenges on the impact of instructional materials on academic performances of secondary school students while 1 respondent (1.6%) strongly disagreed, 45(23.8%) disagreed, 17 (9.0%) undecided and 47 (24.9%) strongly agreed to the proposition. Majority of the respondents, 97 (51.3%) agreed that public control and bureaucracy is a challenge to the proper use of instruction materials with negative effects on academic performance of the students while 18(9.5%) strongly disagreed, 25(13.2%) disagreed, 18(9.5%) undecided and 31 (16.4%) strongly agreed. The majority of the respondents, 90 (47.6%) also agreed that poor funding of schools is another major constrains to the effective use of instructional materials for credible academic performances of students in secondary school. 17(9.0%) of the respondents strongly disagreed, 28 (14.8%) disagreed, 22 (11.6%) undecided, 32 (16.9%) strongly agreed to the above proposition. The table also shows that 24(12.7%) of the respondents strongly disagreed, 42 (22.2%) disagreed, 18 (9.5%) undecided, 77 (40.7%) agreed, 28 (14.8%) strongly agreed that corruption is one of the problems confronting the provision and distribution of instructional materials to aid effective academic performance of secondary school students in Asa local government.

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Discussion of Findings

Findings from objective 1 show that there is high rate of availability of instructional materials like chalk board, textbooks and chart in secondary schools in Asa while there is dearth of projectors and tape recorder. This is because chalk board and textbook are cheaper, affordable and have priorities over others because without chalk board and textbook, effective teaching and learning cannot take place adequately in a secondary school environment.

Findings from objective 2 revealed that instruction materials help students to improve their knowledge of the subject matters with visible examples from the use of aid materials. This is in line with previous findings by Ewudo (2009) who posited that instruction materials help students to improve their learning ability as students' skill are developed through the aid instruments. Majority of the respondents also agreed that the use of instruction materials improve student's attitudes, ideas and knowledge. This finding confirms Orumbata (2004) position that instructional materials help both students and teachers in improving their skills and widening of their knowledge. Respondents also strongly agreed that adequate instructional materials modify students' behaviours and it is in line with Ukpata (2005), that instructional material modifies student attitudes towards positivism. The majority of the respondents also agreed that instructional materials develop students' creative ideas, which is in tune with Ogbu (2006) position that instructional material develop students' ideas and creative thinking that could lead to new innovations for the development of the society.

Findings from objective 3 equally shows that poor funding of the education sector have affected the rate of availability of instructional materials for teaching and learning while corruption is one of the problems confronting provision and distribution of instructional materials in Asa local government. This finding agrees with Patrick (2011) position that corruption is very rampant in the education sector and this affects the teaching pattern in the secondary school.

Conclusion

This paper examined the impact of instructional materials on the academic performance of secondary school students in Asa local government area of kwara state. Findings from the paper were that there are sufficient instructional materials, including chalk board, textbooks and chart in secondary schools in Asa but lack of other vital instructional materials, especially, the projector in the schools. Findings of the study also confirmed that the use of instructional material has impacted positively on student academic performance in secondary school in Asa local government and that the large failure of the students was not due to dearth of availability of instructional material. Identified challenges of using instructional materials for secondary school students to pay less attention when lessons are being taught, use of obsolete instructional equipment for the students and high rate of absenteeism among teachers. The study concluded that the use of instructional material is

very impactful on the academic performances of students in secondary schools in Asa local government.

Recommendations

The Kwara State government should allocate more money to Ministry of Education to procure more instructional materials for the use of secondary schools. The state Teaching Service Commission should deploy or transfer professional teachers to Asa local government with adequate training on the use of instructional materials. Proper monitoring and maintenance of instructional materials should be encouraged by principals and Quality Assurance Bureau department of the Kwara state Ministry of Education. The Kwara state government should also establish and equip more Education Resources centers to enable teachers borrow teaching aids which are not in their schools. Both the Kwara state and Asa local governments should organize regular workshops, seminars and conferences for teachers to enable them up-date their knowledge on the appropriate use of instructional materials. School heads should supervise their teachers more closely to ensure that the available instructional materials are effectively utilized. Conducive environment should be provided for students so as to enhance learning while the recruitment of teachers and admission of students to secondary schools should base on merit.

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