INFLUENCE OF INSTRUCTIONAL MATERIALS AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NASARAWA WEST SENATORIAL DISTRICT OF NASARAWA STATE, NIGERIA

BY

BARDE SAMUEL

NSU/EDU/M.ED/EAP/0017/16/17

A DISSERTATION SUBMITTED FOR EXTERNAL DEFENCE TO THE SCHOOL OF POSTGRADUATE STUDIES, NASARAWA STATE UNIVERSITY, KEFFI, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER'S DEGREE IN EDUCATIONAL MANAGEMENT

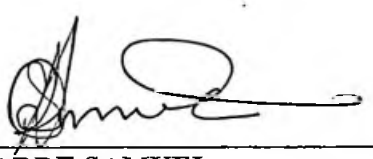
DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
NASARAWA STATE UNIVERSITY, KEFFI

SUPERVISOR:

DR. STEPHEN TSAV

DECLARATION

I hereby declare that this dissertation has been written by me and it is a report of my research work, it has not been presented in any previous applications for Master Degree. All quotations are indicated and sources of information specifically acknowledged by means of references.



BARDE SAMUEL
NSU/EDU/M.ED/EAP/0017/16/17

12/06/2021
Date

CERTIFICATION

The dissertation "Influence of instructional materials and students' academic performance in public secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria" meets the regulation governing the award of Master Degree in Educational Management, Faculty of Education, Nasarawa State University, Keffi.

Dr. Stephen Tsav
Chairman Supervisory Committee

13th June, 2021
Date

Prof. Maicibi A. Nok
Member Supervisory Committee

12/06/2021
Date

Dr. Saleh A. Dauda
Head of Department of Educational Management

12/06/2021
Date

Prof. N. P. Nwosu
Dean, Faculty of Education

12/06/2021
Date

Dr. Saleh A. Dauda
Internal Examiner

12/06/2021
Date

Prof. Abdulganiyi O. Fagbemi
External Examiner

12/06/2021
Date

Professor Jonathan M. Ayuba
Dean, School of Postgraduate Studies

12-06-2021
Date

DEDICATION

This dissertation is dedicated to my wife and children

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The researcher wishes to thank God for His love, mercy and grace that has seen him through to this stage in life. Without Him, none of my ambitions would have come to reality.

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ABSTRACT

The study assessed the "use of instructional materials and students' academic performance in public secondary schools in Nasarawa West Senatorial District of Nasarawa State". The objective of the study was to determine the use of instructional materials and student's academic performance in public secondary schools in areas of the use of computers, the use of maps and charts and the use of textbooks among senior secondary schools. Three research questions were raised and three hypotheses framed and tested at 0.05 level of significance. Descriptive survey design was used for the study. The population of the study consisted of 6601 teachers and 150 public secondary schools. 677schools and teachers from the population were sampled using stratified sample procedure. Questionnaire on (UIMSAPPSS), the questionnaire was developed based on review of related literature and through the researcher's personal experience that was used for data collection, the instruments was validated by one expert in Educational Department. The result of the validated instruments yielded logical validity index of 0.61. Data related to the research questions were analyzed using descriptive statistics (Mean and Standard Deviation) while chi-square was used to test the hypothesis at 0.05 level of significance in all the hypotheses. The findings of the study revealed that instructional materials and students' academic performance an be managed through the use of computers, the use of maps and charts and the use of textbooks among senior secondary schools. Based on the findings of this study, the researcher recommended that in senior secondary schools the use of computers and other variables of the studies should always be employed for effective teaching and learning to take place in public secondary schools in Nasarawa West Senatorial District of Nasarawa State.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The introduction of instructional materials in schools in general and secondary schools in particular, is of great importance for the overall development of teaching and learning. For this development to take place, it is pertinent that there must exist a great deal of well trained teachers who know how to influence the students' learning capacities through the utilization of instructional materials to enhance the students' better academic performance. The provision of instructional materials by school managers, their availability and usage by teachers to enhance students' performance in both internal and external examinations, becomes pertinent in determining the students' headway to higher institutions for further academic pursuit.

One of the ways to facilitate teachers'/students' interaction is to use instructional materials and techniques that aid the teachers to convey the intended message effectively and meaningfully to the learners, such that the learners receive understanding, retain and apply the experience gained to attain the overall educational objectives. Instructional materials or teaching aids enhance teaching for desired social and behavioral change. Johnson (2015) defines instructional materials or teaching aids as the collection and selection of resources (materials) from available resources which are applied and integrated into a systematic process of teaching and learning to make learning effective. Instructional materials are printed, audio, visual and audio-visual objects that aid in the successful delivery of lessons (Chuba, 2012).

According to Medayese (2010) effective instructions cannot be well accomplished without the use of instructional materials, since they are important catalysts of social re-engineering and change in learners and their use is a prerequisite requirement or essential condition for effecting the behaviour of learners in every field. Technology has brought

instructional materials, especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development, which have affected the classroom teaching and learning situation positively. Orakwe (2013) states that instructional materials today are very gradually finding their ways into the classroom where modern and versatile teachers are exploring new ways of transferring learning to the younger generation.

Ajayi (2006) opines that without the teacher who is knowledgeable, instructional materials cannot be managed, create change and progress. The only time it begins to make impact is when the teacher begins to make use of it and allow it to assume its value. This portrays the professional attributes of the teacher and general knowledge or his creativity in selecting, developing and using instructional materials effectively. Medayese (2010) emphasizes that without the teacher and principals who are knowledgeable enough, teaching aids cannot create change and progress as the teachers' knowledge has a great impact on the effective application of instructional materials. Medayese states that this is so because the teacher needs to understand the sequential presentation of the instructional materials so as to suit the interest of the learner.

Presumably, inadequate instructional materials and their poor management by teachers are issues that are probably affecting the academic performance of Secondary Schools students negatively and posing a serious management challenge for Secondary School Managers, parents and stakeholders in education within Nasarawa West Senatorial District of Nasarawa State. The school managers are responsible for the provision and management of instructional materials and ensuring their utilization by teachers through proper coordination and supervision in their respective schools.

Ochai (2013), states that management as an art or technique of getting things done; a process of planning, organizing, staffing, directing and controlling, a distinct activity of any organization, a discipline which represent a body of knowledge of

management principals. Osuji (2014),opines that management functions are based on certain principles which are highly systematic and interacted.

According to Oluwole (2010), management refers to people in authority vested with organization power, and accountability for directing those who carry out the actual work. Akpakwu (2012), define management as the co-ordination of all the resources like instructional materials of an organization such as secondary school through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Management according to Osuji (2014) involves the marriage of labour, infrastructure and other resource like instructional materials and the effective supervision of the marriage to produce results.

According to Maduabum (2011) students have their imagination stretched too far due to the teachers' excessive use of words to convey meaning. Maduabum further explains that students need a rich store of concrete sensory experience to aid their understanding and concluded that the development of modern technology has placed within the reach of the teacher, a vast variety of teaching aids. Abdullahi (2010) stresses the importance of instructional materials and the effect they have on students' academic performance if they are appropriately selected and used. They would be able to stimulate students' interests, make lesson more interesting and help to secure the attention of the students and make learning easier, faster and better. Abdullahi classifies instructional materials to include: audio as those that appeal to the sense of hearing, visual as those instructional materials that appeal to the sense of sight and audio-visual as those that appeal to both the senses of hearing and sight at the same time.

In the teacher-students 'interaction, teachers tend to depend solely on the use of words to convey subject-matters to the students, resulting in the teacher talking too much and demonstrating little leading to a "talk-chalkboard situation"; a strategy employed in teaching over the past century by teachers in the teaching and learning and learning

process (Adeyanju, 2014). According to Omo (2011) words and speech are only substitute signals and are often sounds to students, which mean that a picture or concrete material is worth more than a thousand words. This implies that appropriate selection and effective utilization of instructional materials for teaching in secondary schools will bring about a more accurate and effective execution of any learning contents which are better simplified and for easy comprehension by the students.

This explains the reason why instructional materials such as flannel boards, flip charts, overhead projectors, maps, cartoons, cinemas, posters, pictures, computers etc. appeal to the students' sense of hearing and sight and should be emphasized for use in teaching and learning to facilitate students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State. It could therefore be probable that the availability and management of instructional materials in most of our present day Secondary Schools in Nasarawa West Senatorial District of Nasarawa State may fall short of expectation or scantly available and even where they be available, teachers probably do not adequately utilize and managed them.

It is against this background that the researcher is investigating the influence of availability and management of instructional materials on students' academic performance in public secondary schools in Nasarawa West Senatorial District of Nasarawa State.

1.2 Statement of the Problem

Students in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State are observed by the researcher to have failed to excel in their final examinations. The poor performance could partly be attributed to the inadequate, availability and poor management of instructional materials by school administrators or poor state of the few instructional materials where available in secondary schools within Nasarawa West Senatorial District of Nasarawa State. The other reason probably responsible for the poor

academic performance by students is the poor management and availability of instructional materials by teachers and principals. Medayese (2010) states that the quality of instructional materials has greatly improved with qualitative and quantitative changes that the teachers' problem is how to select and make the best use of them, Medayese emphasizes that this inability to select and utilize instructional materials is due to inadequate teacher preparation programme in this Area as a result, the majority of teachers are unable to demonstrate adequate knowledge and understanding of the structure, function and development of their disciplines and the efficient application of instructional materials for effective teaching and learning process.

Most of the subjects taught in Secondary Schools within Nasarawa West Senatorial District of Nasarawa State are not supported with instructional materials, such as computers, flannel board, tapes, text books, television, stones, sticks and bottle tops etc. Consequently, these subjects are no longer made clearer, lively and interesting, which negatively affect learning and comprehension by students resulting in poor academic performances.

Besides, the problems of non-availability, poor or non-utilization of instructional materials in teaching, it is also pertinent to state here that the students' intellectual aptitude, personality, self-confidence, dedication and previous instructional quality and environment could also contribute to the students' poor academic performance. Despite their importance, there is however, dearth of research information on the level of availability of instructional material as provided for by school managers and their utilization by teachers for teaching and learning and their influence on students' academic performance within Nasarawa West Senatorial District of Nasarawa State. Here lies the problem of this study. This study therefore focuses on the use of computers, maps and charts and text books as having influence on students' academic performance in the study area.

1.3 Research Questions

The following research questions are framed to guide the present study;

1. How does the use of computers influence students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State?
2. In what ways do the use of maps and charts influence students' academic performance in Secondary Schools?
3. In what way does the use of textbooks influence students' academic performance in Secondary Schools?

1.4 Objectives of the Study

The main objective of this study is to investigate influence of instructional management on student's academic performance in public secondary schools in Nasarawa West Senatorial district of Nasarawa State. Specifically, the study seeks to:

1. determine the influence of the use of computers on students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State.
2. examine the influence of the use of maps and charts on students' academic performance in Secondary Schools.
3. Investigate the influence of the use of textbooks on students' academic performance in Secondary Schools.

1.5 Statement of the Hypotheses

The following research hypotheses were formulated and was tested at 0.05 level of significance.

H_{O1} The use of computers has no significant influence on students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State.

H_{O2} The use of maps and charts has no significant influence on students' academic performance in Secondary Schools.

H_{O3} The usage of textbooks has no significant influence on students' academic performance in Secondary Schools.

1.6 Significance of the Study

The study is significant because it generally aims at stimulating school managers on the need and the relevance to provide to the teachers for use of instructional materials such as; the computers, maps and charts, and textbooks in order to bring about improved teaching and learning for higher academic performance by students in Nasarawa West Senatorial District of Nasarawa State. The findings from this study may be of benefit to school curriculum developers, school managers or administrators, teachers, students, the government, educational supervisors, researchers and other stakeholders in education.

School curriculum developers may benefit from the findings through the introduction or provision of relevant instructional materials to be used in accordance with approved curricular for instance, computers, maps and charts etc.

Teachers may benefit from the outcome of this study because it will help them to identify and select the type of cognate instructional materials such as computers, maps and charts, and text books as related to the specific subjects they teach in secondary schools. Teachers may also review the techniques for the application of the above instructional materials for effective and efficient classroom management and teaching in order to achieve higher academic results from students. To achieve these teachers may benefit through improvement in their knowledge of the use of computers, maps and charts, and textbooks for instruction. It may become necessary for government to send teachers on regular refresher courses to constantly update the teachers' technical knowhow in the use and application of these teaching aids, which will consequently boost the teachers'

curriculum vitae, break the boredom resulting from monotony, and increase their enthusiasm to be more committed to duty.

School managers may discover from the findings the extent to which the provision of computers, maps and charts, and textbooks would impact on effective teaching, learning and higher performance from the students in examinations and will make a case to government to make adequate budgetary provision for the supply of adequate computers, maps and charts, and textbooks to secondary schools.

Students may benefit from outcome of this study because the provision and use of computers, maps and charts, and textbooks will provide an enabling learning environment for the Students to effectively assimilate and comprehend what is being taught in the classroom which will lead to better academic performance. This is because the presence and use of the above listed instructional materials would boost students' morale and enhance participation in class and will significantly enhance the students' academic performance.

The students' exposure to the use and practical application of computers, maps and charts, and textbooks would stimulate their learning and comprehension more interesting, faster, easier, more sustainable, resulting in the production of students with higher performance in Junior School Certificate Examination results that would qualify them for further academic work like Senior School Certificate Examinations.

The findings may help government to strengthen the Inspectorate Division or Unit of the Ministry through refresher courses for supervisory staff to enhance their understanding and technical know-how in the use of these and other instructional materials as the case may be. The Inspectorate Division may then be properly equipped with the responsibility of supervising both old and new teachers and aiding them in the task of imparting knowledge to the students through the use of appropriate instructional materials.

Finally, this study may also expand the frontiers of knowledge by contributing to the knowledge bank for use by other researchers. It may serve as reference materials to those interested in similar field of study.

1.7 Scope of the Study

This study is restricted to the influence of instructional management on student's academic performance in public secondary schools in Nasarawa West Senatorial district of Nasarawa State. The research covered the use of computers, maps and charts, and textbooks on students' academic performance in Nasarawa West Senatorial District of Nasarawa State. This study covered all the public secondary schools in Nasarawa West Senatorial District of Nasarawa State.

1.8 Operational Definition of Terms

The terms below are operationally defined as they are used in this study.

Influence: refers to the impact or effect of the use of computers, maps and charts, laboratory equipment and textbooks for teaching have on Students' academic performance.

Instructional Materials: these are the items or material resources used for teaching. In this study they include computers, maps and charts, laboratory equipment and textbooks used in the classroom for teaching.

Students' Academic Performance: this is the students' result in the class work or examination as a result of the effective use of computers, maps and charts, laboratory equipment and textbooks in teaching.

Computer: refers to an electronic device that accepts and stores input data and processing it as output.

Map and Chart: Map is a drawing or a plan of the earth's surface or part of it, showing countries, towns, rivers, vegetation, roads, mountains or any relevant information as

required by the map. Chart is a page or sheet of information in the form of diagrams or list of figures such Bar chart of students' comparative scores in examinations, levels of funding for the provision of computers, maps and charts, and text books in various secondary schools in Nasarawa West Senatorial District of Nasarawa State, instruction, amount of annual rainfall in bar or pie chart, chart of volume of annual sales of various agricultural produce goods, etc.

Textbooks: refers to books that give information, instructions or teaches particular subjects such as, the understanding and use of computers, maps and charts in printed form.

Management: is the effective utilization of human and material resources towards the satisfaction of educational objectives

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

The following concepts were reviewed under the following sub-headings: concept of management, instructional materials, students academic performance.

2.1.1 Concept of Management

Management is a dynamic discipline and a course packed with subjects that one must understand in order to manage successfully under any condition. Management as a word according to Akpakwu (2012), is an organizational process that aids us in creation of service or products from available raw materials

Ochai (2013)states that management as an art or technique of getting things done; a process of planning, organizing, staffing, directing and controlling, a distinct activity of any organization, a discipline which represent a body of knowledge of management principals. Osuji (2014) opines that management functions are based on certain principles which are highly systematic and interacted.

According to Oluwole (2010), management refers to people in authority vested with organization power, and accountability for directing those who carry out the actual work. Akpakwu (2012), define management as the co-ordination of all the resources like instructional materials of an organization such as secondary school through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Management according to Osuji (2014) involves the marriage of labour, infrastructure and other resource like instructional materials and the effective supervision of the marriage to produce results.

Management, according to Lassa (2006), is a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the

effective achievement of a given or predetermined goals or objectives. Ochai (2013) states that school management is the process by which school administration creates, operates and directs purposive school organization through systematic coordinated and co-operated human efforts. School management therefore is the proper utilization of resources like manpower, finance, and capital equipment (Okoli and Ezeani 2011). Sherleker (2013) sees school management as the guidance, leadership and control of the efforts of people toward some common objectives in a school set up.

From the above definitions of school management, we can conceptualize school management as involving planning, organizing, staffing, leadership, directing, controlling and coordinating of the effort of people towards the achievement of goals. The task of a principal with the appropriate characteristics is to establish the environment for group effort in such a way that individuals will contribute to group or school objectives with the least amount of such inputs as money, time, effort, comfort and materials

2.1.2 Instructional Materials

There are various scholarly definitions of instructional material. These definitions have therefore helped in the understanding of the place and importance of instructional materials in teaching and learning. Agun (2010) refers to instructional materials as learning materials which are used to help learners learn fast and better. Through the use of instructional materials, Students are able to understand lessons taught by the teacher. Obanya (2011) states that instructional materials are didactic material things which are supposed to make learning and teaching possible. Ikerionwu (2010) postulates that instructional materials are objects or devices which help teachers present a lesson to the learners. Instructional materials therefore, are concrete or physical objects which provide sound, visual or both to the sense organs during teaching.

Abdullahi (2010) opines that instructional materials are objects or tools locally made or imported that could make tremendous enhancement of lessons, if they are made or imported that could make tremendous enhancement of lessons, if they are intelligently used. In most cases, many learners have the difficulty in understanding certain concepts as a result of their levels of cognitive operation. Akintson (2009) observes that students need concrete materials to facilitate their learning hence the need to use physical materials like textbooks, computers, maps and charts. Akintson states further that concrete materials can help to promote the effectiveness of instruction in all subjects and the realization of the aims and objectives of the subject. Iortyer (2007) lists the following instructional materials: chalk board, wall sheet, maps atlas and globe, media from real and simulating specimen and model games as aids to learning and teaching that communicate facts to learners and make learning simpler and easier. Cliff (2007) in articulating the importance of instructional materials in children's education asserts that a child's mind takes whatever the society offers it. In recent years however, the school and educational authorities have been criticized for poor academic performance of Secondary School students in various subjects as a result of inadequate supply and usage of instructional materials. It is on the basis of this that the researchers have taken it up to investigate the influence of instructional materials on students' academic performance.

According to Njoku (2012:52), instructional materials are those materials which promote the effectiveness of instruction and help the teacher to communicate to the students. Njoku further stated that instructional materials are those materials or resources used in any teaching exercise to promote greater understanding of learning experiences. They are indeed used to provide the richest possible learning environment which helps learners to achieve specific educational objectives. Onwuka (2011), defines instructional materials as real things in real life situations that help students to learn by bringing them face to face with the things in the world which education intends to introduce to them.

Onwuka stated that if teachers used instructional materials, it would enrich and enhance the academic performance of students in schools. Instructional material, according to Dike (2008), refers to those alternative channels of communication which a classroom teacher can use to concretize a concept during teaching

2.1.3 Students' Academic Performance

Academic performance or achievement is the extent to which a pupil, teacher or institution has achieved their short or long-term educational goals. According to Melissa (2010) academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance is the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper. Terry(2011) states that academic achievement is the level of schooling one has successfully completed and the ability to attain success in one's studies. When you receive great grades, this is an example of academic achievement or when you attend college and graduate school, this is an example of academic achievement.

In educational institutions, success is measured by academic performance, or how well a pupil or student meets standards set out by government and the institution itself. Melissa (2010) opines that academic performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written or oral tests, performing presentations, doing their homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a pupil a student has done. At the state level, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet.

Therefore, academic performance is a measure of the extent of understanding and cognition of the content of a subject matter by students assessed through examinations. Fafunwa (2008:25) states that testing through examinations is used to achieve the following:

i. Diagnose individual pupil's strength and weakness

ii. Focus learning and instruction to state standards and key concepts.

iii. Motivate improved performance in students

iv. Help the teacher clarify and define the instructional intentions.

v. Determine the teacher's instructional effectiveness.

According to Fafunwa (2008), academic performance which is determined through examination or test is crucial in assessing the success of teaching and learning, if the entire class performs below expectation in examinations or tests, this indicates that learning was not effective. It becomes pertinent to identify the cause by the teacher and if possibly change the instructional approach. Examinations or tests results used to assess academic performance also help teachers to clarify their own instructional intentions. Developing tests prior to instruction encourages teachers to develop clear focus for learning which includes standard instruction and assessment. Students therefore find it difficult to think in abstract terms and need a lot of audio-visual aids in class to facilitate teaching and learning to achieve high academic performance in school. Experience in educational attainment has shown that instructional materials and students' academic performance are the best things to happen in our educational institutions. It has created a lasting impact on academic performance of secondary schools' students. Uche (2011), observes that improvement in students' academic performance has been aided by the use of instructional materials in schools. This has brought a steady growth of knowledge which has brought in new discoveries, investments, and the introduction of new subject to students. Uche further

opines that students are now able to solve or at least reduce the many complex problems inherent in these new subjects.

The use of instructional materials has aided students' performance through the use of symbols, pictures and letters, which are entrenched in computers, laboratory equipment, maps and charts and text books. Ololube (2007) avers that the performance of students in both internal and external examinations is based on the students' understanding of the subjects taught by the teachers. That without the teacher who is knowledgeable enough in his or her chosen profession, teaching aids cannot create change and academic progress. Teachers' knowledge has a great impact on the effective application of teaching aids and great impact on the academic performance of students. Therefore, an effective teachers and students' interaction has improved students' academic performance. Akinola (2012) is of the opinion that instructional materials if poorly presented to the students would lead to poor students' understanding resulting in failures among the students. Akinola states that most schools are affected by the non-availability of resources room for proper keeping of students' resource materials. This has affected the students' research and reading of materials thereby affecting students' academic performances.

2.1.4 Types and Categories of Instructional Materials

The researcher in this section attempts to identify the types of instructional materials that can enhance students' academic performance. Walkin (2008:20) classified instructional materials into three groups which include:

i. Auditory aids: appeal to the auditory senses.

ii. Visual aid: appeal to the sense of sight.

iii. Audio-Visual aids: appeal to both auditory and sight senses.

Auditory aids: these types of instructional materials are meant for students to only listen and hear the sound, but cannot see the person talking or acting e.g. radio, tape recorder, programme telephone etc.

Visual aids: these materials only allow the students to see the actor or material but hear no sound e.g. text books, maps, charts, laboratory equipment, etc.

Audio Visual aids: these types of instructional materials enable the students to listen, hear and see the actor or material e.g. television, computers, video tapes etc.

Different types and varieties of instructional materials are available to be used in teaching any subject effectively. However, it is not all topics that require the same type and quantity of materials as far as educational instruction is concerned.

Adewoyin (2008:36) also summarizes instructional materials available for instruction into three major categories:

Visual-aids: these include pictures, maps, charts, graphs, diagrams; chalkboard, sketches, atlas painting and laboratory equipment could be included in this category.

Audio-aids: included in these categories are audio recordings, radios, records or cassette tapes.

Audio-Visual aids: which include television, computer programmes, film strip, video recording and projectors.

According to Njoku (2012:52), the following guidelines and requirement are necessary for the use of instructional materials in effective instructional delivery:

1. Specification of objectives. The specific objectives for the use of the instructional materials should be clearly stated as a guide in teaching process. The objectives direct the content of the instructional materials, method and sequence of presentation and specific techniques of the instructional processes. The objectives provide scientific basis for valid evaluation, instructions, construction and administration.

2. Maximally fit with instructional tasks: Instructional materials must be appropriate to particular situations to determine an individual responsiveness. Here complexity and simplicity of the instructional materials must be highly considered against the level of the learners as the basis for the selection and utilization of instructional material.
3. Preparation and preview. For effective and successful use of instructional materials for proper teaching and learning situation, the teacher must in advance prepare himself, the learner and the environment while the instructional materials as a matter of must should be previewed by the teacher in order to follow its process of presentation sequentially.
4. Multi-dimensional presentation: proper and creative use of a variety of instructional materials or teaching aids at different levels of lesson planning can be adequate in achieving various instructional objectives. The reason is because it will enrich a variety of learners' mind thus attaining better goals more easily than with the use of single medium.

2.1.5 Influence of the use of computers on Students' academic performance in Secondary schools

Computer as an information and communication tool has assisted secondary school students on the use of instructional materials. Dauda (2008) defines a computer as an electronic device capable of accepting input, storing, processing and output result based on specified set of pre-defined instructions. The computer accepts data through an input device, processes the data into information according to some specified rules. The computer therefore facilitates students' academic work and performance. Aduroye (2010) opines that the use of computer systems has brought a lot of improvement and efficiency in education in such operations of payroll processing, stock inventory analysis, students' enrollment and many Areas. According to Bailey (2008) a computer is an electronic

device which is capable of receiving data through the input unit called, the keyboard, processing the data through the central processing unit (CPU) and giving out the output through the monitor as a soft copy or through the printer as a hardcopy. Landu (2006) opines that a computer can be used as garbage in garbage out machine which provides information according to the way it is fed by the user or operation. Landu states further that, computer has no limit to information and cannot make mistake except the mistake is from the user or operator.

Jimo (2008) observes that the use of computers in education has liberalized access to and dissemination of information and knowledge. Jimo states further that computers have helped in creating virtual realities, translated into virtual instructions, virtual classroom management and virtual libraries. Edefigho (2007) highlights the importance of computers in teaching and learning and stated that computer technology has ushered in various learning methods, delivering learning and teaching activities at a fast speed to the students. Some of these technologies include virtual learning, tele-learning, on-line instruction or internet learning, distant learning, web-based learning and computer assisted learning. Cole (2007) states that the provision of computers to schools has brought about a wide range of information source and transmission using the computer. Management staff and professional staff have the ability to make informed decision based on an up to date picture of a situation. Cole states further that through the use of computers, questions are answered particularly in education using the internet. Ortil (2005) is of the view that the field of education has been affected by the use of computers which has undoubtedly affected teaching, learning and research. Liverpool (2009) asserts that today in several academic institutions, computerized admission process, students' records, staff disposition, library services, timetabling, inventory control, payroll, academic and administrative functions are being performed by the school staff. Computer as an

instructional material has therefore brought about a great improvement in schools and this has impacted positively on students' academic performance.

Inyama (2008) maintains that computers today are being used in an extending versatile way to aid the understanding of a wide variety of subjects, most especially in science and technology. Inyama reports that by using the computer, the teachers can provide instructions to the students ask questions (often multiple-choice questions) and grade the students' performance. Computers assist secondary school administrators in making multiple choice examination board, such as West African Examination Council (WAEC), Joint Admission and Matriculation Board (JAMB), National Examination Council (NECO) or internet examinations and other professional examinations. The use of computers by secondary schools has enabled the teachers to get accurate records of students' population, academic records, financial records and even the relationship between the school and the general public. Hence the Federal Government incorporated computer science as one of the compulsory subjects in all Secondary schools.

According to Agun (2010), computer is a machine that follows instruction in order to process data, solve a specific problem or accomplishes a particular task. The instructions that control a computer when it performs a task is referred to as programme. For instance, computer educational programmes are made on programmed teaching machines used in instructions in the classroom for teaching and learning. Computers are great teaching aids because images as pictures or drawings can be displayed or transmitted onto a screen for students to see vividly. This helps to draw students' attention to the lesson making them learn well and fast hence they create visual reality in them. This facilitates a faster and more permanent comprehension of the subject taught to the students and enhances their academic performance. Timothy (2005) states that a computer is an electronic machine capable of solving problems or manipulating data, performing prescribed operations on the data and supplying the result of these operations.

In the school, there are various day to day activities that take place demanding for record keeping, retrieval, decision making and re-assessment of results and re-planning which are made possible through the use of computers as teaching aid. Anekwe (2008), views computers as a programmable electronic device that is capable of accepting instruction as input, acting on the instructions by processing them and generating results known as output. The use of computers as instructional aid in teaching has brought a lot of improvement in teaching and learning in our secondary schools.

2.1.6 Influence of the Use of Maps and Charts on Students' Academic Performance in Secondary Schools

Maps and charts are the oldest and most common types of instructional materials. Maps are used to indicate physical features of places and to show locations, rivers, Areas, distances, the occupation and cultures of people. Maps are under the category of visual media generally referred to as graphic materials. The use of maps and charts in the classroom is a very dynamic way of acquiring information and knowledge about the world around us. Dike (2008) opines that charts are sheets of paper or cloth on which has been manipulated letters, tables, pictures and diagrams in order to present a summary of a process, phenomenon or to portray relationship or the evolutionary trend in phenomenon. Akintson (2009) states that a chart/map must be large enough to make sure what is written on it are seen at an appropriate distance. Akintson states further that maps and charts are of various types such as strip charts, stream charts and tree maps and charts.

Dike (2008) identifies the importance of maps and pointed out that in purchasing them, legibility of letters by learners at the back seat of the class should be considered. According to Dike, a strip chart is useful when presenting a concept that has sequential stages in its development. A tree chart is drawn like a tree which can be used to list or categorize elements in a phenomenon or analyze the various components of an event or product. Each branch is drawn to represent a component, while the stream chart consists of

the main river and its tributaries. Through charts and maps, a classroom teacher is able to teach effectively with a clearer understanding by the students.

Contemporary research and innovation in education have made it possible for the usability of different kinds of instructional materials especially maps and charts in the teaching and learning process. Wale (2010) stresses that maps and charts when used should be made attractive with suitable colours and the writings must be clear and large enough to be easily read from the back of the class by all students. In addition, maps and charts must be neat, logically arranged in short and clear steps. They should be accurate in spacing and planning, figures, letters should be well formed and the students must equally read them from their sitting places. Adeyanju (2010), states that maps and charts are those instructional materials that aid the effectiveness of any lesson and which impact greatly on the teaching and learning process.

Ada (2009), observes that maps and charts are instructional materials which must be reliable and avoid misleading comparison and relationship with questionable analogies. They should be easily available to all students and teachers and should be accessible in the school as well as the classroom. That maps and charts should be durable, portable in sizes, possible for the teacher and students to use, simple to understand, and should not consume a lot of time to make.

According to Gubesa (2008:71), well prepared maps and charts have the following roles to play in effective teaching and learning by students in secondary schools.

i. They supply a concrete basis for conceptual thinking and reduce meaningless of constructs, concepts and units
ii. They make learning more permanent.
iii. They arouse and maintain a high degree of learners' interest
iv. They offer a reality of learning experience which stimulates instructional activities on the part of the learners.

v. They are dependable and reliable sources of information and data for practice.

vi. They develop the continuity of thoughts

These have positive effects on teachers' teaching and students' effective learning process thereby enhancing students' academic performance.

2.1.7 Influence of the use of Textbooks on Students' Academic Performance in Secondary Schools.

Printed materials are instructional materials that convey information through letters and include textbooks, handouts, posters, documents, wall sheets, bulletins, handbills, newspapers and magazines, reference materials, and workbooks. Printed materials constitute the greatest percentage and most widely utilized instructional media (Obanya, 2011). Textbooks according to Ogwo (2009), consist of ideas and thoughts of people written down in single bound copy. Textbooks are one of the ordinary means by which authors of education express themselves and their instructional objectives through the use of books, handouts, magazines and internet. George (2008) states that text books are of great importance in teaching and learning of subjects in the sense of images and pictures or drawings can be displayed for students to see vividly. Ango (2011) stresses that textbooks show charts, graphs and diagrams and they must be reliable and authoritative. This means that textbooks should avoid misleading information. Udo (2011) opines that textbooks are visual materials which require the students to visualize and manipulate things so that they could facilitate learning. The use of textbooks improves the teachers' skills and competence.

Aba (2006:19), opines that text books are printed materials used by both teachers and students in the teaching and learning situation in the classroom. Aba summarized the importance of textbooks in the classroom as

i. Arouse the interest and created a more accurate impression on the students.

ii. They help serve the teacher's teaching time and increase the students' academic performance.

iii. They help memorization by students.

iv. They stimulate active thinking and provide a shared experience among the students.

v. They help create opportunity for active participation by students,

vi. They are used as a store of information for retrieval by the students.

vii. They help to stimulate self-activity on the part of the students.

According to Adewoyin (2010), textbooks are ideas and thoughts of people put down in single bound copies. Text books are one of the ordinary means by which authors of education express themselves and their instructional objectives through the use of books, handouts, magazines and internet facilities. The use of textbooks as instructional material should be correlated with the curriculum and should be previewed or read in advance before using them in classroom. Wale (2010) opines that the use of textbooks as instructional materials could also be taught not merely shown to students but should be kept as reference materials for students and teachers. Textbooks must be accurately prepared in printed material, easy to be read and comprehended by students and must be ready before the lesson. Wale emphasizes that textbooks are of great importance in teaching and learning of all subjects in the sense that images or pictures or drawing can be seen by students. This can draw students' attention to the lesson making them learn better and faster and also enabling them to learn on their own.

Zoho (2012) states that textbooks as instructional materials help improve pupil's academic performance by controlling the pace of learning and promoting better understanding. Zoho states further that the use of textbooks will no doubt influence efficiency and effectiveness of the teaching profession because teachers are aided and guided using textbooks in teaching the students in the classroom.

2.2 Review of Relevant Empirical Studies

The following empirical works relevant to this study are reviewed.

Banke (2007) conducted a study on the availability and use of computers for integrated science in Katsina Ala township schools in Benue State. A population of two thousand and fifteen (2015) students with a sample of five hundred (500) was used for the study. Four (4) research questions and four (4) hypotheses guided the study. The researcher used a survey design for the study with a structured questionnaire to collect data. Means and standard deviations were used for answering the research questions. The hypotheses were tested using t-test. The result of the study showed that using computers in teaching students covered more areas and facilitated the students' understanding. The researcher recommended that all schools should be provided with computers to improve teaching and Students' understanding of Students to enhance their academic performance. The study is relevant to this present study because it investigated influence of the availability and use of computers. This is one of the variables considered by this present study. The study was carried out in Katsina Ala township schools in Benue State while this present study covered public secondary schools in Nasarawa West Senatorial District of Nasarawa State. The study covered only four variables while this present study covered three variables of study.

Yauri (2012) investigated on the topic utilization of maps and charts as instructional materials for Secondary Schools in Bakun LGA of Yobe State. The population was three hundred (300) teachers and four hundred and twenty (420) Students. The study adapted the ex-post facto design with a sample size of fifty-one (51) teachers and eighty-nine (89) Students. A structured questionnaire tagged Utilization of Maps and Charts as Instructional Materials for Secondary Schools Questionnaires (UMCIMPSQ) was administered on the respondents. Four (4) research questions and four (4) research hypotheses were formulated for the study. Data were analyzed using means and standard

deviation to answer the research questions while independent t-test was used at 95% certainty of prediction to test the hypotheses. The findings revealed that maps as instructional materials enhanced students understanding of the subject. The study recommended that maps and charts should be adequately distributed to all post-secondary schools for effective use by teachers to facilitate students understanding of subjects for higher academic performance. The study is relevant to this present study because it investigated influence of utilization of maps and charts as instructional materials for secondary schools. This is one of the variables considered by this present study. The study only covered public secondary schools in Bakun local government area of Yobe State while this present study covered public secondary schools in Nasarawa West Senatorial District of Nasarawa State. The study covered only five variables while this present study covered three variables of study. The previous study used only one instrument questionnaire while one instrument questionnaire and interview schedule were used in this study.

Buba (2009), undertook a study on the topic; use of textbooks on the teaching of social studies in Secondary schools in Doma Local Government of Nasarawa State. The population of the study was 1248 students. The sample of the study was 420 students. Two research questions and two hypotheses were formulated for the study. The deign used for the study was descriptive research design; percentages were used to answer the research questions while chi square was used to test the hypotheses and the findings from this study revealed that use of text books helps students in understanding the teaching. Also, textbooks as materials were not available in sufficient quantity or quality in the schools. The few institutions which indicated the availability of these materials were rather in poor condition. However, creativity and improvisation are the watchwords in any successful application of instructional materials. The study recommended that government should provide more textbooks to all secondary schools in the state.The study is relevant to this

present study because it investigated influence of the use of textbooks on the teaching of social studies in Secondary schools. This is one of the variables considered by this present study. The study only covered public secondary schools inDoma Local Government of Nasarawa State while this present study covered all the public secondary schools in Nasarawa West Senatorial District of Nasarawa State. The study covered only two variables while this present study covered three variables of study. The previous study used only one instrument questionnaire while one instrument questionnaire was used in this study.

2.3 Theoretical Framework

This section is a review of the theory that is relevant to the study. The theory reviewed is as follows

2.3.1 Theory of Motivation and Performance by Bernard-Simon (1938)

This theory is propounded by Bernard-Simon in the year 1938. The theory posited that there is a relationship between the workers' needs, satisfaction and their performance. The Bernard theory of motivation states that, various needs arouse and motivate the behaviour of an organism towards the satisfaction of those needs. According to Bernard-Simon's theory employees and students work up to 80 percent of their potential ability when they are highly motivated. The necessary work climate is a motivational force of its own. The effective school headmasters can spur the students to perform their optimum best when motivated through formal and informal contacts as the headmaster went around to greet and chat with students, that is, "the walk about style of leadership"

The theory postulates that organizational members agree to accept inducement from organization in exchange for the contributions they make, and will continue to make as long as they receive inducements which are greater than or commensurate with their contributions. The more the headmasters motivate their students adequately through the

provision of instructional materials, the more the Students will put in their maximum best in terms of their academic performance for the effectiveness of the school. The effectiveness of the school therefore, depends so much on the teachers' use of instructional materials.

The theory is relevant to educational management because performance of any individual in an educational institution is increase if his needs are satisfied. Since motivation is one of the indices in educational management that stimulate performance in schools. The theory has shown that the use of instructional materials will certainly help both staff and students in performing their academic exercise for students to perform well in their studies, according to the theory, teachers and students should be provided with good instructional materials.

The theory is related to the topic because; it shows the role played by motivating teachers and students through the provision of instructional materials. That is the more the school provide instructional materials to teachers and students the more they perform well in their studies. Also, when students are provided with enough instructional materials, the teachers are able to monitor and administer the school. This will then improve students' academic performance. Therefore, for any effective academic performance by students in any school, the headmaster must provide instructional materials to teachers who are involved in the day-today teaching in the school. This will enhance maximum academic performance of students.

Motivated teachers/Students are eager to learn, willing to undertake learning activities and attend lessons regularly and punctually. A classroom teacher will be challenged to plan adequate learning activities to maintain the zeal of the class. They further stressed that the classroom teachers are aroused either by inner interest and needs or by external stimulus. There are for instance, teachers who undertake learning/teaching tasks on their own and resist disturbances or interruption by others around them. There are

those whose interest is aroused only by rewards and incentives and there are those who are spurred by show of objects, demonstration, stories or the presence of a particular motivational package.

2.4 Summary

The researcher has reviewed literature related to the influence of instructional management on students academic performance of public secondary schools students in Nasarawa West Senatorial District of Nasarawa State. The Areas covered in the literature review include: Conceptual framework, Theoretical framework and empirical studies. Theoretical framework was reviewed and it was discovered that the provision of instructional materials such as computers, textbooks, maps and charts as important tools use by teachers and students which through effective management have great influence on students' academic performance. Empirical studies on the various variables of the study were also critically reviewed and presented. From the reviews, instructional materials are clearly understood to be the teaching and learning materials which are properly managed and used as aids by teachers to help students learn and comprehend better, faster and more permanent and these result in better academic performance by the students.

The review looked at the empirical studies conducted by some researchers related to the topic of this study. The review provided this researcher with the road map as to the research design to adopt for his study. It has equally revealed that not much study has been conducted on the variables of the topic in the Area covered by this study, hence creating the gap to be filled by this researcher.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The research design employed for this study was the descriptive survey design, which according to Okwori (2007), is the design used to find, describe and explain events in their natural settings as they are based on sample data. The survey for this study was aimed at collecting population samples in order to examine the distribution where a study of representative samples will permit interference from the generalization of population.

The researcher adopted this design for the study because the design is easy, less expensive and most suitable for the work since it will collect and analyze the data for easy interpretation and conclusion.

The design was chosen due to the nature of the study and processes involved in the collection of data. It is considered the most appropriate to this study because it needed to find out the factors that are associated with certain occurrences, practices, outcomes, conditions or types of behaviour by analysis of past events or of already existing conditions. It was justifiable because it is in line with the purpose of the study which was to identify and describe existing availability and management of instructional materials on student's academic performance in public secondary schools in Nasarawa West Senatorial District of Nasarawa State. The design according to Emaikwu (2013) is appropriate where it is not possible for the researcher to directly manipulate the independent variable. Emaikwu added that the design is also good for the collection of factual detail information from a large population as well as the use of a representative sample which permit inferences and generalizations to be made on the entire population.

3.2 Population, Sample and Sampling Techniques

3.2.1 Population of the Study

The population of the study comprises 6601 teachers of 150public secondary schools in Nasarawa West Senatorial District of Nasarawa State. Teachers are used for this study because they are better educated and informed to provide valid information on the variables of the study and their opinions was more reliable regarding the administrative duties of each of the staff involved.

Table 3.2.1 Distribution of Population

S/N	Area Inspectorate Offices	No. of Schools	No. of Teachers	Total
1.	Keffi	38	1520	1558
2.	Nasarawa	23	856	879
3.	Toto	23	889	912
4.	Karu	45	2458	2503
5.	Kokona	21	878	899
Total		**150**	**6601**	**6751**

Source: Ministry of Education, Nasarawa State (2019)

3.2.2 Sample and Sampling Technique

A sample is a division of a population while, sampling is a process of selecting or obtaining a sample. Therefore, the sample of this study consists of 677(16 schools and 661 teachers) from the total population of 6751 schools and teachers of public secondary schools in Nasarawa West Senatorial District of Nasarawa State. A Sample of 10 to 25% is considered adequate, according to Emaikwu (2009) who reports that where the population is as high as 6751 and above, 10% or more is considered suitable as sample for a study. The stratified sample procedure of 10% randomization was employed by the researcher to collect data for the research.

Table 3.2.2 Distribution of Sample

S/N	Area Inspectorate Offices	No. of Schools	10% of Schools	No. of Teachers	10% of Teachers
1.	Keffi	38	4	1520	152
2.	Nasarawa	23	2	856	86
3.	Toto	23	2	889	89
4.	Karu	45	6	2458	246
5.	Kokona	21	2	878	88
	Total	**150**	**16**	**6601**	**661**

3.3 Method of Data Collection

3.3.1 Instrument

The instruments used to collect data for the study was a structured questionnaire. The questionnaire titled "use of instructional materials and student's academic performance in public secondary schools' Questionnaire" (UIMSAPPSSQ) which was designed by the researcher. The questionnaire was divided into two sections: A and B. Section A contains information on the demographic data of respondents which consists of name of school and its status. While Section B was divided into three clusters A,B and C,it consists of 21 items which seek information on the variables of computer, maps & charts and textbooks.

It consists of three clusters. Cluster (A) has items ranging from 1 to 7 which are on computer. Cluster (B) consists of items from number 8to 14 on Maps & Charts. Cluster (C) consists of items ranging from number 15 to 21 which cover Textbooks. The instrument was a 21-item questionnaire, structured on a 4-point rating scale with a response mode of Strongly Agreed (SA), Agreed (A), Disagree (D) and Strongly Disagreed (SA) with the following responses: - SA=4, A=3, D=2 and SD=1.The cut-off point considered as accepted for the response is 2.50 and above, but less than 2.50 will not be accepted.

3.3.2 Validation of the Instrument

In order to ensure that the instruments measured what they ought to measure, they were first validated by one expert in the Department of Educational Management, Nasarawa State University. The expert critically examined each of the items and made comments on their suitability or ambiguity and corrected grammatical mistakes. Unclear statements, wrongly conceived ideas, missing information and other observed errors were corrected by the expert. His comments, suggestions and corrections were used to modify the instrument for the supervisors' approval of the use of the instrument for field work. The validated logical index is 0.61 (see appendix II)

3.3.3 Reliability of Instrument

In order to determine the reliability of the instrument for the study, the researcher administered the questionnaire to 40 (forty) respondents comprising teachers from one of the secondary schools. The secondary schools and teachers are not part of the samples of the study but they have similar characteristics with the secondary schools in the area of study. The completed questionnaire was analyzed for reliability using Crombach Alpha coefficient.

According to Emaikwu (2008) reliability concerns the consistency with which our instrument measures. It is therefore the degree to which a test or an instrument is consistent in measuring whatever it purports to measure. The reliability logical index of the instrument is 0.88 (see appendix III).

3.3.4 The Administration of Questionnaire

A letter introducing the researcher to the schools was obtained from the department of Educational Management, Nasarawa State University, Keffi. The questionnaire for this study was administered to the teachers in public secondary schools in Nasarawa West Senatorial District of Nasarawa State. The method that was used in the administration of

the questionnaire items was self administration and with the assistance of one research assistant. Here the researcher personally visited all the sampled respondents and administered the questionnaire to the respondents, and enough time was equally given to them to respond to the questions therein (1 week), after which the researcher will go back and retrieved the questionnaire personally in all areas administered.

3.4 Method of Data Analysis

The descriptive statistics of mean and standard deviation was used to answer the research questions. The decision was based on mean scores in order to provide a numerical value for rating scale of responses. Hence a response of four is used which are Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) =1. The hypotheses was tested using chi-square (x^2) test of goodness of fit at 0.05 level of significance. Data generated for the study will be analyzed on the computer using the statistical package for social science (SPSS)

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

A total of 330 copies of the questionnaire were taken to the field and administered to 330 teachers and 328 or 99% copies of the questionnaire were returned answered. The presentation, analysis and interpretation of data were organized according to the three research questions and three hypotheses that guided the study. Descriptive statistics of mean and standard deviation were used to answer the research questions. A cut-off point of 2.50 was used as cut-off mark for decision making. Any mean score of 2.50 and above was accepted as having the desired impact, while any mean score below 2.50 was not accepted as having impact. The three null hypotheses were tested using chi-square (χ^2) test of goodness of fit at 0.05 level of significance.

4.2 Data Analysis and Results

This section presents analysis and interprets data to answer the five research questions posed in the study.

Research Question One

How does the use of computers influence students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State?

Table 4.1: Mean Ratings and Standard Deviations of the Respondents on the influence of the use of computers on students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
1	The use of computer has strongly influence on students 'academic performance	103	197	21	7	2.90	0.89	Agree
2	Computers enhance teachers in lesson delivery to students for better academic performance	201	99	15	13	3.07	0.93	Agree
3	The use of computer facilitates students in doing their assignment questions	188	120	12	8	3.51	0.79	Agree
4	Teachers who do not have access to computers can still teach their students to pass exams.	166	141	17	4	3.63	0.70	Agree
5.	The use of computer has helped teachers in monitoring students' academic performance and to prevent fraud.	130	180	11	7	3.52	0.79	Agree
6.	The use of computer has reduced the workload of both students and teachers through internet.	156	155	12	5	3.29	0.85	Agree
7	Through the influence of computer school management are able to access information about individual students.	126	170	20	12	3.40	0.66	Agree
	Cluster Mean					**3.33**	**0.80**	**Agree**

Decision Rule: 1.00-1.49=SD, 1.50-2.49=D, 2.50-3.49=A, 3.50-4.00=SA

Data on Table 4.1 showed that the mean ratings for items 1-7 are 2.90, 3.07, 3.51, 3.63, 3.52, 3.29 and 3.40 respectively with their corresponding standard deviations of 0.89, 0.93, 0.79, 0.70, 0.79, 0.85 and 0.66. The standard deviations are small which shows that there is homogeneity in respondents' responses for the items raised. Based on the decision rule, it means that respondents agreed with all the items in the cluster in respect of which mean scores were above the Mean cut-off point of 2.50. The cluster mean of 3.33 was also found to be above the cut-off point of 2.50. This implies that the use of computers influence students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State.

Research Question Two:

In what ways do the use of maps and charts influence students' academic performance in Secondary Schools?

Table 4.2: Mean Ratings and Standard Deviations of the Respondents on the Influence of the use of maps and charts on students' academic performance in Secondary Schools

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
8.	Teachers are advised to make use of charts and maps to teaching their students for better performance.	191	105	18	14	3.36	0.70	Agree
9.	The use of charts and maps by teachers enhance students' academic performance.	156	131	25	16	3.16	0.81	Agree
10.	Maps and charts expose students to understanding their lesson through seeing the objects taught by the teachers	162	141	14	11	3.30	0.92	Agree
11.	The schools are to provide maps and charts to students so as to improve their academic performance.	200	113	9	6	3.27	0.84	Agree
12	Maps and charts have misled many students in our primary schools hence their poor performance.	210	111	4	3	3.50	0.80	Strongly Agree
13	The use of maps and charts has helped the teachers in showing images clearly to students.	211	96	13	8	3.13	0.83	Agree
14	Maps and charts has enable teachers access information very easily	169	126	18	15	3.34	0.77	Agree
	Cluster Mean					**3.29**	**0.81**	**Agree**

Table 4.2 indicated that the mean ratings for items 8–14 are 3.36, 3.16, 3.30, 3.27, 3.50, 3.13 and 3.34 with their corresponding standard deviations of 0.70, 0.81, 0.92, 0.84, 0.80, 0.83 and 0.77. The standard deviations are small which shows that there is homogeneity in respondents' responses for the items raised Based on the decision rule; it means that respondents accepted all the items in the cluster for which mean scores were above the cut-off point of 2.50. The cluster mean of 3.29 was also found to be above the cut-off point of 2.50. This implies that the use of maps and charts influence students' academic performance in Secondary Schools.

Research Question Three

In what way does the use of textbooks influence students' academic performance in Secondary Schools?

Table 4.3: Mean Ratings and Standard Deviations of the Respondents on the influence of the use of textbooks on students' academic performance in Secondary Schools

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
15	The use of textbooks improves students' reading ability thereby enhancing their academic performance.	204	111	10	3	3.05	1.21	Strongly Agree
16	Teachers who use textbooks always help to increase students' understanding of the topic taught	148	145	18	17	3.08	1.10	Agree
17	Students who patronize textbooks in the school library do perform well in their academic work.	201	97	18	12	2.99	1.22	Agree
18	The availability of textbooks and usage by students in our schools improves students' academic performance	145	150	19	14	3.61	0.85	Agree
19.	The provision of textbooks by the schools and the encouragement of their usage by students will contribute to high performance by them.	134	139	29	26	3.59	0.91	Agree
20.	Through textbook teachers and students are able to have effective classroom discussions	186	101	27	14	3.65	0.70	Agree
21.	Textbook has helped in the storage of relevant research work by authors.	150	121	39	18	3.74	0.72	Agree
	Cluster Mean					**3.38**	**0.96**	**Agree**

Data on Table 4.3 showed that the mean ratings for items 15-21 are 3.05, 3.08, 2.99, 3.61, 3.59, 3.65 and 3.74 respectively with their corresponding standard deviations of 1.21, 1.10, 1.22, 0.85, 0.91, 0.70 and 0.72. The standard deviations are small which shows that there is homogeneity in respondents' responses for the items raised. Based on the decision rule, it means that respondents agreed with all the items in the cluster for which mean scores were above the mean cut-off point of 2.50. The cluster mean of 3.44 was also found to be above the cut-off point of 2.50. This implies that the use of textbooks influences students' academic performance in Secondary Schools.

4.2.1 Testing Research Hypotheses

In order to test the five hypotheses of this study, the chi-square (χ^2) test of goodness of fit was used to test the options of respondents at 0.05 level of significance and the results are presented on Tables 4 to 6 and the detailed analysis shown in (Appendix B).

Hypothesis 1:

The use of computers has no significant influence on students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State.

Table 4.4: Chi-square test of the influence of Human resource management on students' academic performance

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	$\chi^{2\text{-cal}}$	P-value	Decision
SD	16	82.0	-66.0	0.05	3	224.07	0.00	Sig.
D	13	82.0	-69.0					
A	141	82.0	59.0					
SA	158	82.0	76.0					
Total	328							

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 82.0.

Table 4.4 revealed that χ^2 =224.07 df =3 and p = 0.00. Since the p-value of 0.00 is less than the set alpha-value of 0.05 (p<0.05) at 3 degree of freedom, the null hypothesis, which states that the use of computers has no significant influence on students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State was therefore, rejected. This implies that the use of computers has significant influence on students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State.

Hypothesis 2:

The use of maps and charts has no significant influence on students' academic performance in Secondary Schools.

Table 4.5: Chi-square test of the influence of the use of maps and charts on students' academic performance in Secondary Schools

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	$\chi^{2\text{-cal}}$	P-value	Decision
SD	19	82.0	-63.0	0.05	3	186.76	0.00	Sig.
D	22	82.0	-60.0					
A	134	82.0	52.0					
SA	153	82.0	71.0					
Total	328							

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 82.0.

Table 5 revealed that $\chi^2 = 186.76$, df =3 and p = 0.00. Since the p-value of 0.00 is less that the set alpha-value of 0.05, ($p < 0.05$) at 3 degree of freedom, the null hypothesis which states that the use of maps and charts has no significant influence on students' academic performance in Secondary Schools was therefore, rejected. This means that the use of maps and charts has significant influence on students' academic performance in Secondary Schools.

Hypothesis 3:

The usage of textbooks has no significant influence on students' academic performance in Secondary Schools.

Table 4.6: Chi-square test of the influence of the usage of textbooks on students' academic performance in Secondary Schools

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	$\chi^{2\text{-cal}}$	P-value	Decision
SD	37	82.0	-45.0	0.05	3	450.07	0.00	Sig.
D	23	82.0	-59.0					
A	20	82.0	-62.0					
SA	248	82.0	166.0					
Total	328							

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 82.0

Table 6 revealed that $\chi^2 = 450.07$, df =3 and p = 0.00. Since the p-value of 0.00 is less that the set alpha-value of 0.05 ($p < 0.05$) at 3 degree of freedom, the null hypothesis which states that the usage of textbooks has no significant influence on students' academic performance in Secondary Schools was therefore, rejected. This means that the usage of textbooks has significant influence on students' academic performance in Secondary Schools.

4.3 Discussion of Findings

Based on the results of the analysis of the three research questions and testing of the three hypotheses posed for this study, the following findings are organized and discussed here.

The first finding of the study revealed that the use of computers has significant influence on students' academic performance in Secondary Schools in Nasarawa West Senatorial District of Nasarawa State. This finding is in agreement with Aduroye (2010) who opines that the use of computer systems has brought a lot of improvement and efficiency in education in such operations of payroll processing, stock inventory analysis, students' enrollment and many Areas. The finding of the study also supports Liverpool (2009) who asserts that today in several academic institutions, computerized admission process, students' records, staff disposition, library services, timetabling, inventory control, payroll, academic and administrative functions are being performed by the school staff. Computer as an instructional material has therefore brought about a great improvement in schools and this has impacted positively on students' academic performance. The finding also relates to Banke (2007) who found that using computers in teaching students covered more areas and facilitated the students' understanding.

The second finding of the study showed that the use of maps and charts has significant influence on students' academic performance in Secondary Schools.. This

finding is in consonance with Dike (2008) who identifies the importance of maps and pointed out that in purchasing them, legibility of letters by learners at the back seat of the class should be considered. According to Dike, a strip chart is useful when presenting a concept that has sequential stages in its development. A tree chart is drawn like a tree which can be used to list or categorize elements in a phenomenon or analyze the various components of an event or product. Each branch is drawn to represent a component, while the stream chart consists of the main river and its tributaries. Through charts and maps, a classroom teacher is able to teach effectively with a clearer understanding by the students. The finding is also in line with Adeyanju (2010) who states that maps and charts are those instructional materials that aid the effectiveness of any lesson and which impact greatly on the teaching and learning process.

The third finding of the study revealed that the usage of textbooks has significant influence on students' academic performance in Secondary Schools. The finding agrees withZoho (2012) who posits that textbooks as instructional materials help improve pupil's academic performance by controlling the pace of learning and promoting better understanding. Zoho states further that the use of textbooks will no doubt influence efficiency and effectiveness of the teaching profession because teachers are aided and guided using textbooks in teaching the students in the classroom. The finding of the study also corroborates with Wale (2010), who opines that the use of textbooks as instructional materials could also be taught, not merely shown to students but should be kept as reference materials for students and teachers. Textbooks must be accurately prepared in printed material, easy to be read and comprehended by students and must be ready before the lesson. Wale emphasizes that textbooks are of great importance in teaching and learning of all subjects in the sense that images or pictures or drawings can be seen by students. This can draw students' attention to the lesson making them learn better and faster and also enabling them to learn on their own.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The following are the major findings;

1. Use of computers influence students academic performance in public secondary schools in Nasarawa West Senatorial District, Nasarawa State.
2. Use of maps and charts influence students academic performance in public secondary school Nasarawa West Senatorial District, Nasarawa State.
3. Use of textbooks influence students academic performance in Nasarawa West Senatorial District, Nasarawa State.

5.2 Conclusion

It is clearly shown that influence of instructional management on students' academic performance in public secondary schools cannot be over emphasized, this is because, the study shows that through availability and management of instructional materials students will be well grounded with knowledge and skills which may enhance their academic performance.

The findings of this research further indicated that there is significant relationship between availability and management of instructional materials on students' academic performance among students of public secondary schools in Nasarawa West Senatorial District of Nasarawa State. There is significant relationship between the use of computers, the use of maps and charts and the use of textbooks among public secondary schools in Nasarawa West Senatorial District of Nasarawa State. Through the empirical studies reviewed it was clearly shown that the job of teachers is made easier and that instructional materials can make them more effective in enhancing students academic performance if

given the opportunity to make use of computers, map and chats and textbook in educational matters in public secondary schools in Nasarawa West Senatorial District of Nasarawa State.

5.3 Recommendation

Based on the findings of this study, the following recommendations were made;

1. It is recommended or advisable that computers should be use in secondary school for effective teaching and learning for both teachers and students to enhance academic excellence in our various secondary schools.
2. Maps and charts should be use in our various secondary school to enhance students academic performance in Nasarawa West Senatorial District of Nasarawa State
3. School administrators of secondary schools should take it as a matter of priority and make sure that they organize at least 3 times workshop in a year on how to use textbooks by both teachers and students so as to enhance students' academic achievement.

5.4 Limitations of the Study

Researcher was faced with numerous challenges in the course of undertaking this study. Some of the constraints to this study include the following:

1. There was difficulty of covering all the indices of instructional management of materials on students' academic performance which seem to influence the students' academic performance in public secondary schools in Nasarawa West Senatorial District of Nasarawa State
2. Another limitation of the study was the difficulty encountered in collecting data through getting teachers in the area to respond to the questionnaire. This was because, most teachers expressed unwillingness by complaining that they were

given the opportunity to make use of computers, map and chats and textbook in educational matters in public secondary schools in Nasarawa West Senatorial District of Nasarawa State.

5.3 Recommendation

Based on the findings of this study, the following recommendations were made;

1. It is recommended or advisable that computers should be use in secondary school for effective teaching and learning for both teachers and students to enhance academic excellence in our various secondary schools.
2. Maps and charts should be use in our various secondary school to enhance students academic performance in Nasarawa West Senatorial District of Nasarawa State
3. School administrators of secondary schools should take it as a matter of priority and make sure that they organize at least 3 times workshop in a year on how to use textbooks by both teachers and students so as to enhance students' academic achievement.

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1. There was difficulty of covering all the indices of instructional management of materials on students' academic performance which seem to influence the students' academic performance in public secondary schools in Nasarawa West Senatorial District of Nasarawa State
2. Another limitation of the study was the difficulty encountered in collecting data through getting teachers in the area to respond to the questionnaire. This was because, most teachers expressed unwillingness by complaining that they were

either busy with some academic issues or that they were not paid their salaries so were not motivated to embark on such exercise.

5.5 Suggestions for Further Research

The researcher is of the opinion that all prospective researchers in this area should undertake the following for further investigation.

1. A study should be undertaken on availability and usage of instructional management on students' academic performance in public secondary schools in Nasarawa State.
2. Influence of instructional materials and its management on student' academic performance in public secondary schools in Nigeria.

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APPENDIX I

QUESTIONNAIRE ON INFLUENCE OF AVAILABILITY AND MANAGEMENT OF INSTRUCTIONAL MATERIALS ON STUDENTS' ACADEMIC PERFORMANCE IN NASARAWA WEST SENATORIAL DISTRICT OF NASARAWA STATE

Introduction

SECTION 'A'

Personal information

1. Type of school: (a) government [ ] (b) mission [ ] (c) community [ ]

   (d) Private grant-aided [ ]

2. Sex Male [ ]

   Female[ ]

3. Age 12-16 [ ]

   17-25 [ ]

SECTION 'B'

The statements below are designed to seek information on the influence of availability and management of instructional materials on students' academic performance. Please endeavour to read and tick [√] each statement as appeals to you.

Agree	=	A	= 3
Strongly Agree	=	SA	= 4
Disagree	=	D	= 2
Strongly Disagree	=	SD	= 1

S/N	ITEM DESCRIPTION	SA	A	D	SD
	Cluster 1: Influence of the use of computers on Students' Academic Performance				
1	The use of computer has strongly influence on students 'academic performance				
2	Computers enhance teachers in lesson delivery to students for better academic performance				
3	The use of computer facilitates students in doing their assignment questions				

4	Teachers who do not have access to computers can still teach their students to pass exams.				
5	The use of computer has helped teachers in monitoring students' academic performance and to prevent fraud.				
6	The use of computer has reduced the workload of both students and teachers through internet.				
7	Through the influence of computer school management are able to access information about individual students.				
	Cluster 2: Influence of the use of maps and charts on Students' Academic Performance				
8	Teachers are advised to make use of charts and maps to teaching their students for better performance.				
9	The use of charts and maps by teachers enhance students' academic performance.				
10	Maps and charts expose students to understanding their lesson through seeing the objects taught by the teachers				
11	The schools are to provide maps and charts to students so as to improve their academic performance.				
12	Maps and charts have misled many students in our primary schools hence their poor performance.				
13	The use of maps and charts has helped the teachers in showing images clearly to students.				
14	Maps and charts has enable teachers access information very easily				
	Cluster 3: Influence of the use of textbooks on Students' Academic Performance				
15	The use of textbooks improves students' reading ability thereby enhancing their academic performance.				
16	Teachers who use textbooks always help to increase students' understanding of the topic taught				
17	Students who patronize textbooks in the school library do perform well in their academic work.				
18	The availability of textbooks and usage by students in our schools improves students' academic performance				
19	The provision of textbooks by the schools and the encouragement of their usage by students will contribute to high performance by them.				
20	Through textbook teachers and students are able to have effective classroom discussions				
21	Textbook has helped in the storage of relevant research work by authors.				

APPENDIX II

VALIDATION SCALE FOR RESEARCH INSTRUMENT

Department of educational foundation

Nasarawa state university, keffi

prof. Maicibi nick

Head of unit Admin/planning

Dear sir/madam

VALIDATION OF QUESTIONNAIRE

The attached questionnaire has been designed for collecting data for the study on

influence of availability of instructional materials and students academic performance in public secondary schools in nasarawa west senatorial district of nasarawa state.

your view is required for validating the research instrument as appropriate for the above purpose. Pleases rate each item in the questionnaire in terms of comprehensiveness and relevance for the stated purpose and adequacy for target group using the 4-point scale shown below. Any other suggestion for improving the instrument for data collection on the topic will be highly appreciated. Thanks.

S/N	ITEM DESCRIPTION	Very relevant (4)	Quite relevant (3)	Fairly relevant (2)	Irrelevant (1)
	Cluster 1: Influence of Computer on Students' Academic Performance				
1	Computer has strongly influence on students 'academic performance in secondary school		✓		
2	Computers enhance teachers in lesson delivery to students for better academic performance		✓		
3	Computer influence facilitates easy accessibility to academic problem solving		✓		
4	Teachers who do not have access to computers can not teach efficiently compared to teachers who have access to computer.		✓		
5	The influence of computer has helped teachers in monitoring students' academic performance and to Academic prevent fraud.			✓	
6	The influence of computer has reduced the workload of both students and teachers through internet.			✓	
7	Through the influence of computer school management are able to access information about individual students.	✓			
	Cluster 2: Influence of Maps and Charts On Students' Academic Performance				
8	Teachers are advised to make use of charts and maps to teach their students for better academic performance.			✓	
9	The influence of charts and maps by teachers enhance students' academic performance.		✓		
10	Maps and charts expose students to understanding their lesson through seeing the objects taught by the teachers		✓		
11	The schools are to provide maps and charts to students so as to improve their academic performance.			✓	
12	Maps and charts have misled many students in our primary schools since they could no longer concentrate on their study which bring about poor performance of the student.			✓	
13	The influence of maps and charts has helped the teachers in showing images clearly to students.			✓	
14	Maps and charts has enable teachers to access information very easily		✓		

	Cluster 3: Influence of Textbooks on Students' Academic Performance				
15	The influence of textbooks improves students' reading ability thereby enhancing their academic performance.		✓		
16	The influence of textbooks on teachers help them to access information easily thereby increasing their knowledge.	✓			
17	Students who patronize textbooks in the school library do perform well in their academic work.		✓		
18	The influence of textbooks by students in our schools expose them to new iden and information thereby improving students' academic performance.		✓		
19	The provision of textbooks by the schools and the encouragement of their usage by students will contribute to high performance of students.		✓		
20	Through textbook teachers and students are able to have effective classroom discussions			✓	
21	Textbook has helped in the storage of relevant research work by authors.			✓	

Suggestion for improvement:

I propose the Home Science level the CRT/CAT Marks @ 0.607 = 0.61 = 61%

Name Prof Macaiba Mose signature [illegible] date 14/6/13

APPENDIX III

COEFFICIENT OF RELIABILITY ON THE INFLUENCE OF INSTRUCTIONAL MANAGEMENT ON STUDENTS ACADEMIC PERFORMANCE USING CRONBACH ALPHA METHOD OF ESTIMATING RELIABILITY

RELIABILITY

/VARIABLES=VAR00001 VAR00002
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE HOTELLING CORR COV
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

Reliability

Notes

Output Created		29-4-2018 22:01:17
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=VAR00001 VAR00002 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=TOTAL MEANS VARIANCE COV CORR.
Resources	Processor Time	00:00:00.031
	Elapsed Time	00:00:00.035

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.88	.88	21

Mathematics

Item Statistics

	Mean	Std. Deviation	N
VAR00001	60 ;4000	16.34741	661
VAR00002	564667	1833710	661

APPENDIX IV

ANALYSIS OF RESEARCH QUESTIONS AND HYPOTHESES

```
GET
  FILE='C:\Users\EASY E\Documents\Barde Samuel DATA.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
GET
```

Descriptive Statistics

	N	Mean	Std. Deviation
Item1	328	2.90	.889
Item2	328	3.07	.930
Item3	328	3.51	.790
Item4	328	3.63	.704
Item5	328	3.52	.790
Item6	328	3.29	.853
Item7	328	3.40	.656
Valid N (listwise)	328		

Descriptive Statistics

	N	Mean	Std. Deviation
Item8	328	3.36	.698
Item9	328	3.16	.811
Item10	328	3.30	.918
Item11	328	3.27	.841
Item12	328	3.50	.801
Item13	328	3.13	.830
Item14	328	3.34	.772
Valid N (listwise)	328		

Descriptive Statistics

	N	Mean	Std. Deviation
Item15	328	3.05	1.211
Item16	328	3.08	1.099
Item17	328	2.99	1.224
Item18	328	3.61	.846
Item19	328	3.59	.905
Item20	328	3.65	.696
Item21	328	3.74	.716
Valid N (listwise)	328		

Chi-Square Test

Frequencies

H0: 1

	Observed N	Expected N	Residual
1	16	82.0	-66.0
2	13	82.0	-69.0
3	141	82.0	59.0
4	158	82.0	76.0
Total	328		

Test Statistics

	Computer
Chi-square	224.073[a]
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 82.0.

H0: 2

	Observed N	Expected N	Residual
1	19	82.0	-63.0
2	22	82.0	-60.0
3	134	82.0	52.0
4	153	82.0	71.0
Total	328		

Test Statistics

	Maps And Chart
Chi-square	186.756[a]
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 82.0.