Availability of Instructional Materials and Students' Academic Performance in Public Secondary Schools in Bayelsa State

Dr. Diepreye Okodoko
Department of Educational Management
Niger Delta University
Wilberforce Island
Bayelsa State
okooko2001@gmail.com

Isaac Micah Owobete
Department of Educational Management
Niger Delta University
Wilberforce Island
Bayelsa State
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Abstract
The research examined how instructional materials affect academic achievement in Bayelsa State public secondary schools. The study used correlational survey research. For the 2021/2022 academic year, 18,140 pupils from 88 public secondary schools in three Bayelsa State Local Government Areas were studied. Bayelsa State's Ogbia, Sagbama, and Yenagoa LGAs get 1680, 5211, and 11249. In the 2021/2022 academic year, proportional stratified random selection was used to pick 880 students (4.85% of the total population) from public secondary schools in the three designated Local Government Areas of Bayelsa State, Nigeria. The 10-item Availability of Instructional Materials and Students' Academic Performance Questionnaire (AIMSAPQ) was utilised to gather data. The research supervisor and two measurement and evaluation specialists from the department of educational foundations, Niger Delta University, Wilberforce Island, Bayelsa State, validated the instrument. Cronbach's Alpha was used to calculate instrument internal consistencies' reliability coefficients. The dependability coefficients for instructional material availability and student performance were.720 and.760. Simple percentage analysis, model summary of simple regression analysis, and PPMC analysis were used in SPSS version 26 to analyse demographic data, research question, and hypothesis. The research found that secondary school pupils' academic performance is affected by instructional materials. The result advised that students rely heavily on instructional resources in their schools to project their secondary school academic success.

Keywords: *Availability of Instructional Materials, Students' Academic Performance*

Introduction

Emeka (2016) argues that formal educational institutions serve as conduits for the deliberate transfer of knowledge, values, and abilities from one generation to another. However, Ugwuanyi (2015) views education as a way for society to help its youth learn about the past, engage effectively, and contribute meaningfully to its progress. Given the foregoing, a good school atmosphere is essential for education. In this perspective, school atmosphere is crucial to student intellectual development. More importantly, a good school environment with enough variables like learning facilities, location, climate, materials, and qualified staff can help students focus and perform better. A good learning environment is essential for children.

Students' performance and responses to events depend on the learning environment, according to Tsavga (2011). This means all societies are influenced by the environment. The learning environment shapes how a student behaves and interacts, shaping it to fit life's demands, whether good or bad. The author also believed that establishing an effective and appropriate learning environment for qualitative and quantitative education is difficult. Teachers and students are vital to teaching-learning in school environments, which comprise instructional, administrative, circulation, convenience, and accessory areas. Students' learning may be improved by their school's location, classroom organisation, and educational facilities and accessories. Good social, political, and economic emancipation, effective teaching, and student learning academic success are anticipated from a well-planned school.

Cross, Baker, and Stiles (2006) state that learning in school is characterised by various interactions, and that students may struggle to learn if appropriate places are not made available for them. Students would be more drawn to the many academic programs offered by schools with these kinds of facilities, and they would get the education they seek. As a result of the deteriorating circumstances, students have been complaining nonstop. The uniqueness of any educational institution is shaped by a variety of structural, personal, and functional aspects, which in turn shape the connections that take place among the school community's members. There are both tangible and intangible components to a school's environment, including instructors, students, course content, pedagogical approach, and more. Students are more likely to take pleasure in their schools and remain enrolled if they are in a safe and pleasant setting, according to Mgbodile (2004). The term "school environment" refers to the tangible aspects of a school. Kamaruddin, Zainal, and Aminiddin (2014) reference Bosque and Dore as saying that a good learning and teaching environment should manage, communicate, cooperate, generate, and scaffold students' intellectual development. In addition, as Bosque and Dore point out (as referenced in Kamaruddin, Zainal and Aminiddin, 2014:), there is a vast array of elements and pursuits that make up a learning environment.

Academic performance or academic achievement may be referred to not limit to classroom activities but outcome which is the excellence of hard work of the learner. Environment was explained to include amongst others the sporting activities which the learner engages in. That is, all the curricular and extra- curricular activities within the school environment; which are contained in any educational institutions goals of attainment. Educational achievement can simply be put as the extent or the degree at which a learner, teacher, or an institution has attained in their short or long- term educational goals of school’s certificate (primary or secondary), diplomas and degree certificate, through certain academic activities, and some ways of determining academic performance.

The award of certificates: (primary or secondary), Diplomas and degrees after completion of academic activities account for academic achievement. Usually, there are certain parameters to measure or determine performance grades: Test scores, assignments and exam scores amongst others. There is no consensus on the most significant components of assessment, whether it be procedural knowledge (such as skills) or declarative knowledge (such as facts), or even on how to effectively evaluate academic progress, despite the fact that exams and ongoing assessments are routinely used to quantify it.
According to Adeyemi's (2016) opinion in Akomolafa and Adesua, performance is a way to judge the product of education. An individual's academic performance may be defined as the degree to which he or she acts or completes a task, the quality of that work, or the steps involved in the learning process. Having performed below the necessary academic threshold, however, might be considered poor performance. When performance falls short of expectations, it is

considered bad, according to Charles (1994). The significance of having physical amenities available has been highlighted in recent research. When it comes to successful instructional delivery and monitoring in the educational system, Ajayi and Ayodele (2014) underlined the importance of these resources being available. They continued by saying that the shortage of basic resources like as classrooms, offices, workshops, sports facilities, laboratories, libraries, etc. is exactly the same in university systems as it is in secondary schools. No one characteristic has been shown to reliably predict academic achievement by researchers and experts. When building models of academic success, it is important to take factors like exam anxiety, surroundings, motivation, and emotions into account (Dowes & Loureen 2015). Academic performance is defined by Santrock in Torupere (2016) as the sum of a student's knowledge and abilities gained via deliberate practice and exposure to new information and contexts.
Santrock and Good (2010) went on to say that there are a number of assessments that may gauge students' knowledge and skill development: One of the main reasons for the establishment of schools, according to Hoyle (quoted in Gaius, 2016), is to teach people new things. The overarching goal is to improve students' academic performance. Academic performance, according to this definition, is the end result of students' participation in the necessary academic activities (both in and out of the classroom). The performances may be poor, good or excellent; this outcome depends on the various independent variables that exist in the school environment and, the degree of motivation given to the teaching and learning process.

At every educational level, the teaching and learning process is seen as a regular conduit through which institutions can impart classroom knowledge. Instructional materials serve as guidelines for organising suitable pedagogical scenarios to accomplish instructional goals. Instructional design is the process of making instructional experiences that facilitate learning most effectively. According to Driscoll and Carliner (2005), "material is more than a process; that process, and resulting product, represent a framework of thinking." Instructional materials outline the processes involved in creating instructional materials, and these models aid trainers and educators in guiding and planning the entire process.
Instructional materials are meant to be an ongoing cycle of outcome planning, strategy selection, technology selection, media identification, and performance measurement (Branch and Kopcha, 2014). (77 pages). Instructional materials are defined by Offorma (1994) as resources that support pedagogical practices and, by extension, the achievement of learning outcomes in a given lesson. On the other hand, instructional methods were defined by Okorie (1986) as a subfield of pedagogy that deals with the creation, selection, and use of instructional materials that rely on instructional technologies that use words, materials, and devices in learning situations to augment the transmission of information, attributes, and ideas beyond what is found in printed or spoken words. Pictures, charts, books, radio, television, typewriter, computer, blackboard, and projector were all included in the audiovisual elements listed by Koffer (1999) as teaching resources. All of the visual, point, graphic, electronic, projectile, and audiovisual elements that a teacher employs to convey a lesson and accomplish its goals are referred to as instructional materials by Mbipom (2000). When used effectively, the ideas put out by Inyang in Abia (1998)—as quoted in Torupere (2016)—can boost student and educator achievement. Contrarily, according to Acha (2002), the educational resources should not only be identified, but also made readily accessible in the classroom. In particular, Farombi (1988) said that providing students with fully functional labs is the most effective way to teach science and associated subjects. Seeing and experiencing something is more effective than hearing or reading about it for students, he added.
When it comes to planning and delivering education, instructional resources are the deciding factors for instructors (Oni, 1992). This is due to the fact that, in the absence of such resources,

the instructor would be unable to adequately develop the subject matter. Students' academic performance is favourably impacted since this makes learning more comfortable for them. Akande (1985) argues that learning may take place when people engage with their surroundings. When we talk about the classroom's environment, we're referring to the physical space that students have access to in order to study. According to Farrant (1980) and Farombi (1998), instructional materials have a significant role in the teaching process. These materials include the classroom's size, seating arrangement, the availability of tables, seats, chalkboards, and shelves where practical instruments may be stored. These academics argue that, subject to other factors, such as a high-quality classroom, the availability of teaching resources may be the most effective factor. Despite widespread agreement on the significance of course materials, researchers have been unable to reach a consensus on the impact these resources have on students' final grades.

The impact of instructional materials on students' mathematical academic accomplishments in senior secondary schools of Taraba state was also investigated by Itakan (2023). Nigerian nation. A simple survey approach was employed for the investigation. The Mathematics-Instructional Materials-Related Scales (MIMRS) questionnaire, consisting of twenty-four (24) questions, was given to 900 students from nine LGAs throughout the state, six from each senatorial zone, and eighteen public schools. These findings formed the basis for the data collection and analysis. The instruments were found to have a reliability of 0.89 and a validity of 0.91. Statistical tools inside SPSS were used to examine the data, including the Chi-square and Spearman rank correlation tests. A 0.05 threshold of significance was used to test one hypothesis. The results demonstrated a strong and positive correlation between the utilisation of instructional materials and students' mathematical proficiency by the end of high school.

In their 2022 study, Ugorji and Kagbaranen looked at how business studies students in Rivers State's secondary schools fared academically after using certain instructional materials. A descriptive survey approach was used in this inquiry. A total of 120 business studies teachers from public secondary schools were included in the research. A self-structured questionnaire titled "Questionnaire on impact of instructional materials on academic performance of business studies students in secondary schools in Rivers State" was used. Findings from the means and standard deviations were used to answer the research question, while a t-test was used to assess the hypotheses at a significance level of 0.05. Based on the study, it was found that both printed and non-printed instructional materials were beneficial for business studies students in Rivers State.

In senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria, Mustapha, Aminu, Sherifat, and Dauda (2020) looked at how accessible instructional resources were and how well pupils did academically. In order to find out how well pupils were doing academically and what resources were available to them in Borno state's senior secondary schools, we employed two (2) goals and a null hypothesis. We used a survey and a correlational strategy. From a total of 1,236 educators and 10,349 pupils, 371 educators and 3,105 students were selected at random using a simple random selection method. For the study, researchers gathered SSCE findings for five straight years, from 2014 to 2018. Data was collected using a checklist and a pro forma. A Pearson Product Moment Correlation coefficient, frequency, and percentage were used to analyse the acquired data at a significance level of 0.05. Students' academic performance at senior secondary schools in Maiduguri Metropolis was shown to be significantly correlated with the availability of instructional resources, according to the research. Teaching and learning resources are readily accessible, according to the report.

Abdu-Raheem (2016) examined how social studies lesson plans impacted students' performance in Ekiti State secondary schools. All pupils in Class II at the junior high school served as the population for the research, with 180 individuals selected at random. The Social Studies Achievement Test (SSAT), which consisted of 30 multiple-choice questions, was used

as the instrument for the research. The reliability coefficients were determined to be 0.73 and 0.75, respectively, using the test-retest approach. At the 0.05 threshold of significance, the research investigated four hypotheses. The data was analysed using ANOVA and ANCOVA, two statistical procedures. Students in the experimental group showed statistically significant improvement between the pre- and post-tests. Results showed that compared to classes without any supplemental resources, children whose teachers used them had significantly higher test scores.

Adalikwu and Iorkpilgh (2013) looked examined the impact of teaching aids on chemistry students' grades in Cross River State's senior high schools. We used a two-group, pre- and post-test quasi-experimental approach for this research. The investigation was guided by a single research topic and a single hypothesis. A hundred students majoring in chemistry at the senior level were chosen at random from five schools in the Yakuur Local Government Area of Cross River State using both basic and stratified random selection methods. There were two groups of SSI students: one that received teaching materials (the Experimental group) and another that did not (the Control group). Data for the research came from a validated Chemistry Achievement Test (CAT), and a reliability coefficient of 0.67 was obtained by a split-half calculation utilising the Pearson product moment correlation. The study questions were analysed using a Pearson product moment correlation coefficient at that level, and the hypothesis was tested using an independent t-test at a significance level of 0.05. Aside from showing that students' performance increased dramatically when taught using instructional materials compared to when taught without, the research also found that students' knowledge of ideas was usually enhanced and that their academic accomplishments were high when instructional materials were used.

Academic achievement is positively correlated with instructional resources, according to Adeogun's (2001) research. School performance was positively correlated with the availability of instructional resources, as per Adeogun. Public schools suffer from severe shortages of teaching and learning materials, as pointed out by Adeogun, who also mentioned a lack of instructional resources. Additionally, he made the observation that without proper instructional materials, it is impossible for students to learn and teachers to impart knowledge in a classroom setting. Akabogu (2001) looked at how pupils' reading comprehension scores changed depending on where their school was located. The purpose of the research was to identify any differences in secondary school performance between pupils attending schools in urban and rural areas. The research used 260 students from the Enugu education zone in Enugu state, who were in the senior secondary class (SS2). The data was analysed by calculating the mean and standard deviation. To test the hypothesis at a significance level of 0.05, analysis of covariance (ANCOVA) was used. The influence of school location on reading comprehension success was shown to be substantial by Akabogu.

In their study, Zain and Rahman (2021) looked at the relationship between school climate and student achievement. Data was gathered by questionnaires in this research, and analyses were carried out using regression and correlation approaches. According to the findings, pupils' academic performance is greatly affected by environmental influences. Environmental variables impact pupils' quality of life, they said. So that pupils might do better in school. Addressing and improving school environmental elements was recommended by the writers. The quality of an education is defined, according to Fuller and Clark (1994), by the effectiveness of the teaching and learning processes that students go through. Quality instructional resources, in their opinion, contribute to a high-quality learning experience for students. Similarly, Mwiria (1995) argues that the amount and quality of instructional materials have an effect on student achievement. As a result, children are more likely to do well on exams at schools that provide them with sufficient learning resources, such as textbooks, charts, photographs, and actual items that they can touch, see, hear, and experiment with.

Statement of the problem

Students, parents, and teachers alike seem to be somewhat worried about the current condition of the school environment factor in the research area's public secondary schools. It seems that this element is not adequately provided for. The current structures are in varying degrees of disrepair; some seem to have never been maintained and others may not even work. In addition, the high enrolment rate gives the impression of a larger student body. Upon careful examination of the kids' performance, it seems that there is a dearth of suitable qualities and an enabling learning atmosphere that may inspire the secondary students to excel. Students seem to have a more complacent approach to education in areas where these educational amenities are insufficient. In light of this, a number of studies have shown that factors such as a school's location, physical amenities, building design, and staff level may have a negative impact on kids' health and, by extension, their ability to learn. As a result, the issue statement focusses on the connection between students' academic achievement in Bayelsa State's public secondary schools and the accessibility of instructional resources.

Purpose of the study

The researchers in this study set out to find out how well pupils in Bayelsa State's public secondary schools fared academically in relation to the accessibility of course materials. In particular, we want to know how much of a correlation there is between students' academic performance and the accessibility of course materials in Bayelsa State's public secondary schools.

Research Question

The investigation was predicated on the following inquiry. In Bayelsa State's public secondary schools, is there a correlation between students' achievement and the accessibility of course materials?

Hypothesis

The following theory is proposed by the researchers. Students' academic achievement in Bayelsa State's public secondary schools is unrelated to the accessibility of instructional resources.

Methodology

The correlational survey design was used as the research strategy for this investigation. According to Nworgu (2006), this research design is suitable for this investigation as it exposes the preexisting connection between the study's independent and dependent variables. Even if the design demonstrates the presence of a link between the dependent and independent variables, it cannot prove a cause-and-effect relationship between them. According to Johnson and Christensen (2004), the study's design was chosen because it is well-suited for quantitative independent and dependent variables. Students' academic achievement serves as the dependent variable in this research, while school location is the quantitative independent variable. The 181,140 secondary school students enrolled in 88 different public schools across three different LGAs in Bayelsa State in the 2021–2022 school year were the intended subjects of this research. The Ogbia LGA had 1,680 residents, the Sagbama LGA had 5,211, and the Yenagoa LGA had 1,249 people. These figures are from Bayelsa State. Using a proportional stratified random selection approach, 880 pupils, representing 4.85% of the total population, were chosen from among the public secondary schools in three chosen Local Government Areas of Bayelsa State, Nigeria, for the 2021/2022 school year. Ogbia, Sagbama, and Yenagoa LGAs in Bayelsa State each had 81, 253, and 546 participants in their samples, respectively. To see how the sample was divided up across the three (3) chosen LGAs, see Table 1.

Table 1 Sample frame and distribution of sample into the three (3) selected Local Government Areas

S/N	Name of Local Government Area	Population of Students'	Sample size of Students'
1	Ogbia	1680	81
2	Sagbama	5211	253
3	Yenagoa	11249	546
4	***Total***	***18140***	***880***

Ten (10) questions from the Availability of Instructional Materials and Students' Academic Performance Questionnaire (AIMSAPQ) used as the data collection instrument for this research. A four-point scale was used to evaluate each item:

1. Strongly Agree (SA) 4-points;
2. Agree (A) 3-points
3. Disagree (D) 2-points and
4. Strongly Disagree (SD) 1-point

Two measurement and assessment specialists from Niger Delta University's Department of Counselling and Educational Psychology on Wilberforce Island in Bayelsa State, as well as the study's supervisor, checked the instrument's validity. The final version of the instrument made careful and genuine use of all the helpful feedback, comments, revisions, and ideas provided throughout the validity process. Ten questions out of twelve were ultimately accepted for inclusion in the study's instrument based on feedback received throughout the validity procedure. Using Cronbach's Alpha, we were able to determine how reliable the instrument was based on the internal consistency of its several variables. Thirty students from public secondary schools in the Kolokuma/Opokuma Local Government Area of Bayelsa State who were not initially included in the research were given the questionnaire once. For students' academic achievement, the dependability coefficient value was.760, and for instructional materials availability, it was.720. The reliability coefficient strength of the instrument used to gather data for the research was determined by the values that were obtained. Research investigators administered the instrument individually, with the help of two research assistants who helped with distribution and retrieval.

In order to facilitate the distribution and retrieval process more effectively, two trained research assistants were utilized to support the distribution and retrieval of the distributed copies of the instrument. Nevertheless, out of the total 900 copies of the instrument distributed, 880 (98%) copies were properly administered by the respondents. This further means that, 20 (2%) were improperly administered. Twelve (12) weeks were required for the whole procedure of distributing and retrieving the data collecting device. The data were analyzed with the application of simple percentage analysis, model summary of simple regression analysis and PPMC analysis for the demographic data, research question and hypothesis respectively with the support of the SPSS software version 26.

Results

Analysis of Demographic Data

Table 2: Percentage Distribution of Respondents by Gender

S/N	Gender	Frequencies	Percentage (%)
1	Male	562	64
2	Female	318	36
3	**Total**	**880**	**100**

Table 2 displays the results, which show that out of the total number of respondents, 562 (or 64%) were male students and 318 (or 36%) were female. This clearly indicates that there were more male students than female students in the research.

Table 3: Percentage Distribution of Respondents by Age

S/N	Age	Frequencies	Percentage (%)
1	11-13 years	271	31
2	14-16 years	468	53
3	17-19 years	141	16
4	**Total**	**880**	**100**

Table 3 shows that 31% of the total respondents were between the ages of 11 and 13, 53% were between the ages of 14 and 16, and 16% were between the ages of 17 and 19. This simply means that there were more students in the 14–16 age group compared to the other groups in the study.

Table 4: Percentage Distribution of Respondents by School Location

S/N	School Location	Frequencies	Percentage (%)
1	Urban location	518	59
2	Rural location	362	41
3	**Total**	**880**	**100**

Table 4 reveals that out of the total number of respondents, 518 (or 59% of the total) were from urban school locations, while 362 (or 41% of the total) were from rural school locations. This clearly indicates that there were more kids enrolled in the research from urban school locations than from rural ones.

Table 5: Percentage Distribution of Respondents by Local Government Area

S/N	Local Government Area	Frequencies	Percentage (%)
1	Ogbia	81	9
2	Sagbama	253	29
3	Yenagoa	546	62
4	**Total**	**880**	**100**

According to Table 5, 62% of the participants were from the Yenagoa Local Government Area, 253% were from Sagbama, and 81.9% were from Ogbia. The data simply shows that there were more pupils from the Yenagoa Local Government Area compared to the other groups.

Research Question

What relationship exists between availability of instructional materials and students' academic performance in public secondary schools in Bayelsa State?

Table 6: Model summary of simple regression analysis of the relationship between availability of instructional materials and students' academic performance

Variables	N	R	R^2
Availability of instructional materials	880	.530	.280
Students' academic performance	880		

Table 6 shows that there is a connection between the variables, with an r-value of.530 and an r-squared value of.280. Evidence like this suggests that classroom resources explain 28.0% of the overall variation in kids' test scores. See Table 7 for the results of the PPMC analysis, which was conducted to determine the significance of the link between the two variables.

Hypothesis One

Students' academic achievement in Bayelsa State's public secondary schools is unrelated to the accessibility of instructional resources.

Table 7: Pearson Product Moment Correlation Coefficient (PPMC) analysis of the extent of relationship between availability of instructional materials and students' academic performance

		Availability of instructional materials	Students' academic Performance
Availability of instructional materials	Pearson Corr.	1	.530*
	Sig		.000
	N	880	880
Students' academic Performance	Pearson Corr.	.530*	1
	Sig.	.000	
	N	880	880

* = Sig. at .05 alpha level; Degree of Freedom (df) = 878; N = 880

The PPMC analysis is significant at the p <.05 alpha level, as seen in Table 7, due to its 878 degrees of freedom and r-value of.530. The calculated p-value of 0.000 is less than the alpha level criterion p-value of.05. We conclude that there is a significant relationship between instructional resources and the academic achievement of students in Bayelsa State's public secondary schools, and so we reject the null hypothesis. This study concludes that there is a substantial correlation between the availability of instructional resources and students' academic achievement in Bayelsa State's public secondary schools, thereby rejecting the null hypothesis and accepting the alternative hypothesis.

Summary of Finding

Students' academic success in Bayelsa State's public secondary schools is significantly correlated with the accessibility of instructional resources.

Discussion of Findings

A good association between instructional materials and students' academic achievement is shown by the result in Table 7, which shows a correlation coefficient r-value of.530. The magnitude is modest, and it's going in the right direction. Given the strong correlation between the two, it stands to reason that higher ratings for instructional materials would lead to higher scores for students' academic achievement, and vice versa.

The results of the PPMC analysis showed an r-value of.530 at the 0.05 level of significance. Academic performance is positively and significantly impacted by instructional materials, according to the results. Students' academic performance in Rivers State secondary schools is favourably correlated with instructional materials, according to Ugorji and Kagbaranen (2022). The outcomes of the present investigation corroborate such conclusions. This study's results are in line with those of Zain and Rahman (2021), who also discovered that students' settings had a substantial impact on their academic performance.

In Bayelsa State's public secondary schools, researchers discovered a.530 degree of link between lesson plans and students' final grades. A value of.848 was determined for the alienation coefficient. This score suggests that there is no correlation between the content of lessons and the achievement of the pupils. Thus, the research found a degree of.848 for the absence of connection, even if the degree of relationship was.530. An R-squared value of 28.09% was calculated, indicating a strong correlation. This demonstrates the significance of the correlation between course content and students' achievement. This number indicates that the correlation between the two research variables is modest. It was calculated to be 28.09 based on the percentage decrease in error of prediction (r2) for instructional materials and students' academic achievement. The implication is that knowing the scores of the instructional materials may decrease the prediction error of students' academic achievement by 28.09% and the converse is also true. Moreover, this finding implies that just 28.09% of students' academic achievement can be predicted based on their understanding of scores of instructional resources. Further confirmation of the modest correlation between curricular resources and student achievement is provided by this finding.

Alternatively, the percentage of error of prediction of instructional materials from students' academic performance and vice-versa was found to be 71.91%. Therefore, in terms of predicting one variable from another, it means that only 28.09% of instructional materials scores could be accounted for or accurately predicted from knowledge of students' academic performance scores and vice-versa, while 71.91% could not be accounted for or explained by reference to scores of students' academic performance. Thus, it is crucial to note that there was a moderately strong correlation between instructional materials and students' academic achievement, with a moderately strong correlation in terms of both magnitude and percentage of prediction from one variable to another.

Conclusion and Recommendation

The research found that students' academic performance in secondary schools was significantly correlated with the availability of instructional resources. Students' reliance on school-provided instructional resources should be high, according to the result, due to the materials' intrinsic capacity to predict students' success in secondary school.

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