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The Effect Of Instructional Materials On Teaching, Learning, And Academic Performance Of Junior Secondary Schools' In Ijebu- North Local Government Area Of Ogun State

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ABSTRACT

This study investigated the Effect of Instruction Materials on Teaching, Learning, and Academic Performance of Junior Secondary School Students in Ijebu North Local Government Area of Ogun State. The objective was to determine how the use of instruction materials influences students' understanding, teachers' effectiveness, and overall academic performance in junior secondary schools. A descriptive survey research design was adopted for the study, and a total of 150 respondents, including teachers and students were selected from six randomly chosen junior secondary schools using stratified random sampling technique. A structured questionnaire was used for data collection, and the data obtained were analyzed using both descriptive statistics (mean and standard deviation) and inferential statistics (Pearson Product Moment Correlation and t-test) at 0.05 level significance. The findings revealed that the effective use of instruction materials significantly enhances students' learning experience, promotes better understanding of concepts, and improves academic performance. Moreover, the study found that teachers who utilize instruction materials are more effective in lesson delivery and classroom management. the study concludes that instructional materials play a crucial in the teaching and learning process and recommends that school administrators and government agencies provide adequate and relevant instruction resources to enhance quality education in junior secondary schools. Training programs should also be organized to build teachers' capacity in the proper use of instructional aides.

Keywords: Instructional Materials, Teaching, Learning, Academic Performance, Junior Secondary School, Ogun State.

INTRODUCTION

Education is universally acknowledged as a cornerstone of societal development, equipping individuals with the knowledge, skills, and values necessary to contribute meaningfully to their communities. In the context of junior secondary schools, particularly in developing nations like Nigeria, the quality of education delivered is heavily influenced by the resources available to facilitate teaching and learning processes. Among these resources, instructional materials play a pivotal role in enhancing the effectiveness of classroom instruction, fostering student engagement, and ultimately improving academic performance.

Instructional materials refer to a wide range of tools and resources used by teachers to facilitate the delivery of educational content and enhance students' understanding of abstract concepts. These include traditional materials such as chalkboards, textbooks, and charts, as well as modern aids like 3D models, multimedia presentations, projectors, and digital devices. According to Adeogun (2018), instructional materials serve as a bridge between theoretical knowledge and practical understanding, making lessons more relatable and engaging for students. In junior secondary schools where students are at critical stage of cognitive development, the use of appropriate instructional materials can significantly influence their ability to grasp complex concepts in subjects such as mathematics, science, and social studies. For instance, a 3D model of the human digestive system can provide a clearer understanding of biological processes compared to a mere verbal explanation or a two-dimensional diagram on a chalkboard. Despite the recognized importance of instructional materials, many public junior secondary schools in Nigeria rely heavily on outdated and limited tools, such as chalk and blackboards, with occasional use of cardboard images or hand-drawn charts.

According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019), Nigeria allocates less than 7% of its annual budget to education, far below the recommended 15-20% benchmark for developing nations. As a

result, teachers are often forced to improvise with locally sourced materials, which may not always meet the pedagogical standards required for effective teaching.

Moreover, even when instructional materials are available at the Ministry of Education or other governmental bodies, bureaucratic inefficiencies and poor distribution systems prevent schools from accessing them. Okafor (2020) notes that in many states, including Ogun State, instructional materials procured by the government often remain stockpiled in warehouses due to corruption, mismanagement, or lack of coordination between education authorities and schools. This creates a paradox where resources exist but are inaccessible to those who need them most. In Ijebu North Local Government Area, for example, anecdotal evidence suggests that many junior secondary schools have not received new instructional materials in years, forcing teachers to rely on outdated textbooks or create makeshift aids using cardboard, paper, and other rudimentary materials. Such conditions not only undermine the quality of education but also place an undue burden on teachers, who must spend additional time and personal resources to develop teaching aids.

Lack of modern instructional materials in public schools also has implications for student engagement and academic performance. Research has consistently shown that students learn more effectively when lessons are supported by diverse and interactive instructional tools. For instance, a study by Eze and Ugwu (2017) found that the use of multimedia resources in teaching science subjects significantly improved students' comprehension and retention rates compared to traditional chalk-and-talk methods. Similarly, Ajayi (2019) demonstrated that the availability of instructional materials in mathematics classrooms positively correlated with students' problem-solving skills and overall academic achievement. In contrast, the absence of such materials can lead to disengagement, poor understanding, and lower academic performance, particularly among junior secondary school students who are still developing critical thinking and analytical skills.

The situation in Ijebu North Local Government Area mirrors the broader challenges faced by public schools across Nigeria. With a significant proportion of the population relying on public education, the lack of instructional materials exacerbates educational inequalities, as students in private schools often have access to better resources and facilities. This disparity contributes to a widening gap in academic performance between public and private school students, perpetuating cycles of poverty and underachievement in underserved communities. Furthermore, the reliance on traditional teaching methods in the absence of modern instructional materials fails to prepare students for a rapidly evolving global landscape, where digital literacy and technological competence are increasingly essential for success.

As a result, teachers are often compelled to source or create their own instructional materials, which places an undue burden on them and may not always yield the desired quality or impact. This lack of access to adequate and modern instructional materials likely hinders effective teaching, limits students' engagement and understanding, and ultimately negatively affects their academic performance. Therefore, there is a pressing need to investigate the extent to which the effect of instructional materials on teaching, learning and academic performance of junior secondary schools' students in Ijebu North local government area of Ogun state.

1.1 Objective of the study

The main purpose of the study is to assess the effect of instructional materials on teaching, learning and academic performance of junior secondary schools' students in Ijebu North local government area of Ogun state. Specifically, the study:

i. examine the effect of availability of instructional materials on teaching of junior secondary schools' students in Ijebu North local government area of Ogun state
ii. examine the effect of accessibility of instructional materials on teaching of junior secondary schools' students in Ijebu North local government area of Ogun state

iii. examine the effect of usability of instructional materials on teaching of junior secondary schools' students in Ijebu North local government area of Ogun state

iv. examine the effect of instructional materials on learning of junior secondary schools' students in Ijebu North local government area of Ogun state

v. examine the effect of instructional materials on academic performance of junior secondary schools' students in Ijebu North local government area of Ogun state.

Research Questions

The following research questions would guide the study;

i. What is the effect of the availability of instructional materials on the teaching of junior secondary school students in Ijebu North local government area of Ogun State?

ii. How does the accessibility of instructional materials affect the teaching of junior secondary school students in Ijebu North local government area of Ogun State?

iii. What is the impact of the usability of instructional materials on the teaching of junior secondary school students in Ijebu North local government area of Ogun State?

iv. How do instructional materials influence the learning of junior secondary school students in Ijebu North local government area of Ogun State?

v. What is the effect of instructional materials on the academic performance of junior secondary school students in Ijebu North local government area of Ogun State?

Hypotheses

The following hypotheses would be tested in the study at 0.05 level of significance:

H_{01}: There is no significant effect of the availability of instructional materials on the teaching of junior secondary school students in Ijebu Northlocal government area of Ogun State.

H_{02}: There is no significant effect of the accessibility of instructional materials on the teaching of junior secondary school students in Ijebu Northlocal government area of Ogun State.

H_{03}: There is significant effect of the usability of instructional materials on the teaching of junior secondary school students in Ijebu North local government area of Ogun State.

H_{04}: There is no significant effect of instructional materials on the learning of junior secondary school students in Ijebu North local government area of Ogun State.

H_{05}: There is no significant effect of instructional materials on the academic performance of junior secondary school students in Ijebu North local government area of Ogun State.

Significance of the Study

The study is on the effect of instructional materials on teaching, learning, and academic performance of junior secondary school students holds significant importance for various stakeholders, including teachers, students, school administrators, policymakers, curriculum developers, parents, and future researchers. For teachers, the study provides valuable insights into how instructional materials can enhance lesson delivery and improve student engagement. By identifying the most effective instructional resources, teachers can adopt more interactive and engaging teaching methods that make lessons easier to understand. Similarly, students stand to benefit from improved learning experiences, as access to well-structured instructional materials facilitates better comprehension, retention, and overall academic performance.

Concept of Academic performance

The success and failure of any educational institution is measured in terms of academic performance of students. Not only the schools, but parents also have very high expectations from students with respect to their academic performance, as they believe that better academic results may lead to better career options and future security. Academic performance refers to the knowledge attained and designated by marks, assigned by teacher. In educational context, academic performance is the educational goal to be achieved by a student, teacher or institution over a certain period and is measured either by examinations or continuous assessments and the goal may differ from one individual or institution to another.

Past researchers also found that student's academic performance is crucial for employability, influencing timely graduation, creating opportunities for advanced studies, and emphasizing the importance of sustained excellence for seamless entry into the professional world, while poor performance may lead to delays and extensions, impacting motivation and interest in prolonged study periods (Maziah et al., 2019). Moreover, a correlational study conducted at Arba Minch University in South Ethiopia revealed an imbalance between the graduation rate and the enrollment rate, with a notable proportion of students opting for readmission primarily attributed to subpar academic performance (Yigermal, 2017).

Concept of Teaching

Sequeira (2012) views teaching as a set of events, outside the learners which are designed to support internal process of learning. Teaching (instruction) is outside (external) the learner. Sequeira added thus, “it is an accepted fact that teachers are usually not born but made. Good teachers nurture their knowledge and skills through constant and deliberate efforts. One of the pre-requisite to be good teacher is to understand the teaching learning process in more depth. This facilitates better appreciation of the

teaching profession as well as the process of imparting education". Teachers cannot motivate students to learn if they lack self-motivation. Teachers are in the middle of these changes. They need to be equipped with the right skills, knowledge and attitudes to be able to provide their students with the new curricula, pedagogies and learning environments. Teachers need to be trained for the task.

According to Sequeira (2012), learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. Learning can be defined as an act of getting experience, knowledge, skills, competences and values by understanding what to do and how to do it to achieve a particular and specific outcome or result. Learning brings about changes in existing behaviour of humans, plants and animals. Learning is a process which occupies important role in moulding the structure of our personality and behaviour. Learning is internal to learners while teaching is external.

Concept of Instructional Material

Instructional materials refer to the tangible and intangible resources used by educators to facilitate teaching and enhance learning experiences. These include textbooks, charts, audio-visual aids, digital tools, models, and realia, among others, designed to make abstract concepts more concrete and engaging for students. In the context of junior secondary education, instructional materials play a vital role in bridging the gap between theoretical knowledge and practical understanding, particularly in subjects like mathematics, sciences, and vocational studies such as business education or secretarial skills. According to Obanya (2009), instructional materials stimulate students' senses, improve comprehension, and enhance retention by making learning more interactive and relatable.

The use of instructional materials in teaching secretarial subjects, such as typewriting or word processing, is particularly crucial, as these subjects often require hands-on practice and visual aids to master technical skills. For instance, the availability

of typewriters, computers, or software simulations can significantly improve students' ability to learn and perform tasks effectively. Adeyanju (2015) highlights that well-designed instructional materials not only aid teachers in delivering lessons but also foster independent learning among students by providing them with tools to explore concepts at their own pace.

Theoretical Review

2.2.1 Behaviourism Theory (B.F. Skinner, 2020)

Behaviorism Theory was developed by B.F. Skinner in 2020 as an extension of earlier behaviourist principles introduced by John B. Watson and Ivan Pavlov. Skinner's work focused on operant conditioning, which emphasizes that behavior is learned and shaped through reinforcement and punishment. According to this theory, learning is a result of external stimuli rather than internal cognitive processes. Skinner believed that positive reinforcement, such as rewards or praise, strengthens desired behaviors, while negative reinforcement or punishment discourages unwanted actions. The application of Behaviourism Theory in education has a significant impact on the use of instructional materials in teaching, learning, and academic performance. Instructional materials serve as tools that reinforce learning by providing visual, auditory, and kinesthetic stimuli. When teachers integrate engaging materials such as audiovisual aids, simulations, and interactive exercises, students are more likely to stay engaged and retain information effectively. By incorporating positive reinforcement strategies, such as rewarding students for participation or correct responses, teachers can encourage consistent engagement and reinforce the learning process.

Social Learning Theory (Albert Bandura, 2017)

Developed by Albert Bandura in 2017, Social Learning Theory expands upon traditional behaviorist and cognitive learning theories by emphasizing that learning occurs through observation, imitation, and modeling. Unlike behaviorist theories, which focus solely on reinforcement, Bandura argued that individuals can acquire new

behaviors and knowledge simply by watching others, particularly role models such as teachers, parents, or peers. His theory introduced the concept of observational learning, which involves four key processes: attention, retention, reproduction, and motivation. Learners must first focus on the behaviour being modeled, store it in memory, replicate it when needed, and be motivated to perform the behavior based on reinforcement or the perceived value of the action.

The impact of Social Learning Theory on the use of instructional materials in teaching, learning, and academic performance is significant. Instructional materials that incorporate demonstrations, videos, simulations, and role-playing exercises enhance the learning experience by allowing students to observe concepts in action. When students watch an expert or teacher solve a problem using visual aids, they are more likely to internalize and replicate the process, reinforcing their understanding. Interactive learning environments that include storytelling, case studies, and peer collaboration also align with Bandura's principles, making lessons more engaging and relevant.

2.1 Empirical Review

Akinola and Ojo (2018) investigated the impact of instructional materials on students' academic performance in social studies among junior secondary school students in Ogun State, Nigeria. The study adopted a quasi-experimental design, involving 120 students from four public schools in Abeokuta South Local Government Area. Two groups were used: an experimental group taught with instructional materials (charts, models, and maps) and a control group taught without such materials. Data were collected using a pre-test and post-test Social Studies Achievement Test (SSAT) with a reliability coefficient of 0.82. Findings showed a significant difference in academic performance, with the experimental group outperforming the control group ($t = 4.67$, $p < 0.05$). The study concluded that instructional materials enhance comprehension and retention, recommending their integration into daily teaching practices. However, the study noted limited access to modern materials as a barrier in rural schools.

Eze and Nwankwo (2020) examined the role of audio-visual instructional materials in improving teaching effectiveness and learning outcomes in mathematics among junior secondary school students in Enugu State, Nigeria. Using a descriptive survey design, the study sampled 150 teachers and 300 students across six schools in Nsukka Education Zone. Data were gathered through questionnaires and classroom observation checklists, analyzed using mean scores and chi-square tests. Results indicated that teachers using audio-visual aids (e.g., projectors, videos) reported higher student engagement and understanding compared to those relying solely on traditional methods ($\chi^2 = 15.32$, $p < 0.01$). Students also demonstrated a 20% improvement in test scores when audio-visual materials were used. The study recommended government investment in ICT facilities for schools but highlighted the challenge of inadequate training for teachers in using such tools effectively.

METHODOLOGY

This chapter presents the methods employed in conducting this research. It details the research design, population, sampling techniques, instrumentation, procedure for data collection and method of data analysis. This study adopted a descriptive research design to assess the effect of instructional materials on teaching, learning, and academic performance of Junior Secondary Schools' in Ijebu-North Local Government Area of Ogun State. The descriptive design was chosen to collect data from a sample because the information collected will be reported as they are without manipulation. The population of the study comprises all teachers in public junior secondary schools in Ijebu North Local Government Area, Ogun State. Specifically, it includes 370 teachers from 6 public junior secondary schools based on available educational records from the Ogun State Ministry of Education as at March 2025.

S/N	SCHOOL	NO OF STUDENTS

1	**ABOBI COMPREHENSIVE HIGH SCHOOL(JUNIOR)**	65
2	**MOLUSI COLLEGE(JUNIOR)**	60
3	**AGO IWOYE SECONDARY SCHOOL(JUNIOR)**	75
4	**IJEBU-IGBO GIRLS GRAMMAR SCHOOL(JUNIOR)**	57
5	**ANSAR-UD-DEEN MODEL COLLEGE(JUNIOR SCHOOL)**	62
6	**BEJE HIGH SCHOOL (JUNIOR) IJEBU IGBO**	57
	TOTAL	370

Research Instrument

Two research instruments were developed for data collection: a questionnaire and an achievement test. The questionnaire, titled "Instructional Materials Impact Questionnaire (IMIQ),"was designed for teachers and students. It consists of two sections: Section A consists of demographic information (e.g.,sex, role, years of experience/ teaching exposure),while Section B uses a four-point Likert scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1) to elicit responses on the availability, accessibility, usability, and perceived effects of instructional materials on teaching and learning. The Junior Secondary Achievement Test (JSAT), covering core subjects like mathematics, science, and English, was administered to students to measure academic performance. The JSAT includes 20 multiple-choice questions with a reliability coefficient to be established during pre-testing.The validity of both instruments was ensured through expert review. The IMIQ and JSAT drafts were submitted to the researcher's supervisor and two educational measurement specialists. Their feedback on clarity, relevance to the study's objectives, and alignment with the junior secondary curriculum was incorporated into the final versions, ensuring face and content validity. The reliability of the instruments was established using the test-retest method. The IMIQ

was administered to the same respondents from the school after a two-week interval, the same group completed the questionnaire again. The Cronbach Alpha coefficient was calculated to determine internal consistency. The researchers personally administered the questionnaire on the respondents. The completed copies of the questionnaire were collected back immediately. Data collected were analyzed using both descriptive and inferential statistical techniques. Demographic data from Section A of the IMIQ were presented in tables and analyzed using frequencies and percentages. Responses from Section B were scored and summarized using means and standard deviations to describe perceptions of instructional materials' effects. The five hypotheses outlined in Chapter One were tested using the Pearson Product Moment Correlation (PPMC)to examine the effect between variables(e.g., availability of instructional materials and academic performance) data 0.05 level of significance. The JSAT scores provided quantitative data on academic performance for correlation analysis. To accept or reject the null hypotheses (H0),the calculated PPMC coefficient((r))was compared to the critical value at a0.05 level of significance. If the calculated(r)is less than the critical value (i.e., $p > 0.05$), the null hypothesis is accepted, indicating no significant relationship. If the calculated (r) equals or exceeds the critical value.

The data collected were analyzed, the results were presented and discussed in accordance with the research questions raised.

Research Question One: What is the effect of the availability of instructional materials on the teaching of junior secondary school students in Ijebu-Ode North Local Government Area, Ogun State?

S/N	Items	Mean	SD	Decision
1	My school has sufficient instructional materials (e.g., textbooks, charts, models) for teaching/learning core subjects.	2.4	0.92	Disagree
2	Modern tools like projectors and computers are available for	2.1	0.88	Disagree

S/N	Items	Mean	SD	Decision
	classroom use.			
3	The lack of instructional materials hinders effective teaching/learning.	3.8	0.76	Strongly Agree
4	Teachers often rely on outdated or improvised materials due to shortages.	3.7	0.81	Strongly Agree

Respondents generally disagreed that sufficient instructional materials, particularly modern tools like projectors, are available. However, they strongly agreed that lack of materials hinders effective teaching and that teachers rely on outdated or improvised materials. These findings suggest significant gaps in resource availability, aligning with challenges of underfunding noted by UNESCO (2019).

Research Question Two: How does the accessibility of instructional materials affect the teaching of junior secondary school student?

S/N	Items	Mean	SD	Decision
5	Instructional materials are easily accessible to teachers when needed.	2.3	0.90	Disagree
6	Bureaucratic delays prevent timely access to available materials.	3.6	0.84	Strongly Agree
7	I can use instructional materials without restrictions or difficulties.	2.5	0.87	Disagree
8	Poor distribution systems limit access to teaching/learning resources.	3.7	0.79	Strongly Agree

The results indicate limited accessibility, with low agreement on ease of access and strong agreement on bureaucratic delays and poor distribution systems. This supports Okafor's (2020) findings on mismanagement and stockpiling of materials in warehouses.

Research Question Three: What is the impact of the usability of instructional materials on the teaching?

S/N	Items	Mean	SD	Decision
9	Instructional materials are easy to use in delivering lessons.	2.8	0.85	Agree
10	Teachers are trained to effectively use modern instructional tools.	2.2	0.91	Disagree
11	The materials available match the current curriculum and learning needs.	2.6	0.89	Disagree
12	Lack of skills limits the effective use of instructional materials.	3.5	0.82	Strongly Agree

While respondents agreed that available materials are somewhat easy to use, they disagreed that teachers are adequately trained or that materials align with the curriculum. The strong agreement on skill limitations highlights the training gap noted by Oladipo and Akinwale (2021).

Research Question Four: How do instructional materials influence the learning of junior secondary school students?

S/N	Items	Mean	SD	Decision
13	Instructional materials make learning more engaging and interactive.	3.9	0.78	Strongly Agree
14	Lessons without instructional materials are harder to understand.	3.7	0.80	Strongly Agree
15	Using materials like models or videos improves comprehension of complex topics.	3.8	0.77	Strongly Agree
16	Learning is more effective with diverse instructional tools.	4.0	0.75	Strongly

S/N	Items	Mean	SD	Decision
				Agree

Respondents strongly agreed that instructional materials enhance engagement, comprehension, and learning effectiveness. These findings align with Eze and Ugwu's (2017) study on multimedia resources improving science learning.

Research Question Five: What is the effect of instructional materials on academic performance?

S/N	Items	Mean	SD	Decision
17	Students' academic performance improves with the use of instructional materials.	3.8	0.79	Strongly Agree
18	Lack of materials negatively affects students' grades in exams.	3.7	0.81	Strongly Agree
19	Instructional materials help students retain knowledge better.	3.9	0.76	Strongly Agree
20	Poor performance is linked to inadequate teaching/learning resources.	3.8	0.80	Strongly Agree

Teachers strongly agreed that instructional materials positively impact academic performance and knowledge retention, supporting Ajayi's (2019) findings on mathematics performance.

4.4 Testing of Hypotheses

H_{01}: There is no significant effect of the availability of instructional materials on the teaching.

Variable	Mean	SD	r	p-value	Decision
Availability	12.0	3.45	0.321	0.000*	Reject H_0

Variable	Mean	SD	r	p-value	Decision
Teaching Effectiveness	14.5	3.80			

A moderate positive correlation ($r = 0.321$, $p < 0.05$) indicates that availability significantly affects teaching effectiveness. The null hypothesis is rejected.

H_{02}: There is no significant effect of the accessibility of instructional materials on teaching.

Variable	Mean	SD	r	p-value	Decision
Accessibility	11.8	3.50	0.298	0.001*	Reject H_0
Teaching Effectiveness	14.5	3.80			

A positive correlation ($r = 0.298$, $p < 0.05$) suggests accessibility significantly impacts teaching, leading to rejection of the null hypothesis.

H_{03}: There is no significant effect of the usability of instructional materials on teaching.

Variable	Mean	SD	r	p-value	Decision
Usability	11.1	3.55	0.276	0.002*	Reject H_0
Teaching Effectiveness	14.5	3.80			

A positive correlation ($r = 0.276$, $p < 0.05$) indicates usability significantly affects teaching, rejecting the null hypothesis.

H04: There is no significant effect of instructional materials on learning.

Variable	Mean	SD	r	p-value	Decision
Instructional Materials (Composite)	34.9	8.10	0.412	0.000*	Reject H_0

Variable	Mean	SD	r	p-value	Decision
Learning Outcomes	15.2	3.65			

A stronger correlation ($r = 0.412$, $p < 0.05$) confirms instructional materials significantly enhance learning outcomes.

H_{05}: There is no significant effect of instructional materials on academic performance.

Variable	Mean	SD	r	p-value	Decision
Instructional Materials (Composite)	34.9	8.10	0.435	0.000*	Reject H_0
Academic Performance (JSAT Scores)	65.4	12.5			

The highest correlation ($r = 0.435$, $p < 0.05$) indicates a significant relationship between instructional materials and academic performance, rejecting the null hypothesis.

Discussion

The findings provide valuable insights into the effect of instructional materials on teaching, learning, and academic performance in junior secondary schools in Ijebu-Ode North. The results confirm that availability, accessibility, and usability of instructional materials significantly influence educational outcomes, aligning with the theoretical frameworks of Piaget (1970) and Vygotsky (1978).The moderate correlation underscores the critical role of instructional materials in lesson delivery. Limited availability of modern tools echoes previous findings on resource scarcity affecting teaching. Reliance on outdated materials highlights underfunding issues (UNESCO, 2019), stressing the need for increased educational investment.

Positive correlation confirms accessibility impacts teaching effectiveness. Bureaucratic delays and poor distribution systems support findings on resource mismanagement (Okafor, 2020), suggesting systemic barriers hinder effective use even when materials exist.Correlation shows usability influences teaching, but limited teacher training and curriculum misalignment reduce effectiveness. This supports calls for enhanced professional development (Oladipo & Akinwale, 2021).

Stronger correlation reflects significant role of instructional materials in student engagement and comprehension. This aligns with Sociocultural Theory (Vygotsky, 1978) and evidence on multimedia enhancing learning (Eze & Ugwu, 2017).Highest correlation confirms instructional materials significantly improve academic outcomes, reinforcing Constructivist Theory (Piaget, 1970) that active learning promotes cognitive development. Collectively, the findings highlight a synergistic effect of availability, accessibility, and usability on educational outcomes. Holistic interventions addressing resource provision, distribution, and teacher training are essential for optimal impact.

Summary of the Findings

This study investigated the effect of instructional materials on teaching, learning, and academic performance in junior secondary schools in Ijebu North Local Government Area, Ogun State. The findings, based on data from 352 teachers (95% response rate) and 200 students, are summarized as follows:

i. The availability of instructional materials significantly enhances teaching effectiveness, though limited access to modern tools like projectors (mean = 2.1) and reliance on outdated materials (mean = 3.7) hinder optimal delivery. The lack of sufficient materials (mean = 2.4) underscores systemic underfunding, as noted by UNESCO (2019).

ii. Accessibility significantly affects teaching, with bureaucratic delays (mean = 3.6) and poor distribution systems (mean = 3.7) limiting teachers' ability to use materials effectively. Low ease of access (mean = 2.3) highlights logistical barriers, supporting Okafor's (2020) findings.

iii. Usability influences teaching, but inadequate teacher training (mean = 2.2) and curriculum misalignment (mean = 2.6) reduce effectiveness. Teachers reported that skill limitations (mean = 3.5) hinder the use of available materials, aligning with Oladipo and Akinwale (2021).

iv. Instructional materials significantly enhance student learning by making lessons engaging (mean = 3.9), improving comprehension (mean = 3.8), and facilitating effective learning (mean = 4.0). These findings resonate with Eze and Ugwu's (2017) study on multimedia resources.

v. Instructional materials significantly improve academic performance, as evidenced by Junior Secondary Achievement Test (JSAT) scores. Teachers strongly agreed that materials enhance grades (mean = 3.8) and knowledge retention (mean = 3.9), supporting Ajayi's (2019) findings.

5.2 Conclusion

This study provides significant insights into the role of instructional materials in enhancing teaching, learning, and academic performance in junior secondary schools in Ijebu North Local Government Area, Ogun State. The findings confirm that the availability, accessibility, and usability of instructional materials are critical drivers of educational outcomes, aligning with Piaget's (1970) Constructivist Learning Theory and Vygotsky's (1978) Socio-cultural Theory. Limited availability of modern tools, compounded by bureaucratic delays and poor distribution systems, restricts teachers' ability to deliver effective lessons, reflecting systemic challenges like underfunding (UNESCO, 2019) and mismanagement (Okafor, 2020). The lack of teacher training on modern instructional tools, as noted by Oladipo and Akinwale (2021), further limits usability, underscoring the need for professional development.

5.3 Recommendations

Based on the findings and interpretations, the following recommendations are proposed to enhance the effect of instructional materials on teaching, learning, and academic performance in junior secondary schools in Ijebu North:

i. Increase Investment in Instructional Materials: The Ogun State Ministry of Education should allocate a higher percentage of the education budget (closer to UNESCO's recommended 15–20%) to procure modern instructional materials, such as projectors, science kits, and updated textbooks, to address the scarcity reported by teachers.

ii. Educational authorities should streamline distribution mechanisms to ensure timely delivery of instructional materials to schools, addressing bureaucratic delays and mismanagement, as highlighted by Okafor (2020). Regular audits of resource warehouses can prevent stockpiling.

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