

Influence of Instructional Materials' Procurement and Involvement of Teachers and Students in Decision Making on Academic Performance of Secondary Schools Students in Gboko Local Government Area of Benue State

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Abstract: This study x-rays influence of instructional materials procurement and involvement of teachers/ students in decision making on student's academic performance in secondary school in Gboko LGA, of Benue State. Two specific objectives with corresponding research questions guided the study and two hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study was 3035 teachers in 35 secondary schools in Gboko LGA of Benue State. The sample size for the study was 400 Teachers who were drawn using purposive, proportionate stratified and convenience sampling techniques. Instrument used for data collection was a structured questionnaire titled "Influence of Instructional Materials Procurement and Involvement of Teachers/Students in Decision Making on Academic Performance of Secondary School Students (IIMPITSDMAPSSS)". The Questionnaire was validated by experts and reliability was established using Cranach Coefficient Alpha Method which yield a coefficient of 0.77. Data collected were analyzed using mean and standard deviation for answering the research questions and chi square for testing the hypotheses at 0.05 level of significance. Findings arrived at was that instructional materials procurement and involvement of teachers/students in decision making has significant influence on the student's academic performance in secondary schools in Gboko LGA of Benue State. Based on the findings researcher recommended that, principals and other relevant authorities should ensure instructional materials procurement to easy teachers and students teaching and learning process. And that principals should ensure involvement of staff and students in decision making on regularly bases this will motivate all of them feels involved and contribute or use their maximum experience to achieve school objective.

Keywords: Instructional Materials, Decision Making, and Students' Academic Performance.

I. INTRODUCTION

Education is recognized globally as an instrument for national development. Jekayinfa and Kolawole (2008) see education as a lifelong process that aims at imparting skills needed to live meaningful life and for an individual to adjust

well to his immediate environment and the ultimate world in which he finds himself. Education therefore equips learners to live useful lives by contributing to the growth and development of the society. For education to effectively achieve its goals and objectives, it needs educational management. Babalola and Isuku (2008) state that educational management is a concept that goes along with the quest to put the formal education system under control, regulation or supervision. This Okwori and Ede (2012) see as an attempt to use judiciously available scarce resources through cooperative efforts when establishing institutions of learning, enrolling learners, attracting the best staff, conducting teaching, learning and research, as well as graduating learners at all levels of education in an effective and efficient manner. In spite of the laudable goals and objectives of education, educational management seems to be in a serious plethora of problems due to instructional materials procurement and involvement of teachers/students in decision making. Like of teachers/students involvement in decision making may have an effect on the management of secondary education in the country.

Secondary education in Nigeria is that level of education which children receive after primary education. It is a link between the primary and tertiary levels of education. The main objective of secondary education is to prepare the recipients for useful living within the society and for entrance to tertiary education (FGN, 2013) Attending these noble objectives demands concerted efforts by all stakeholders. At the secondary level, the Principals who are the managers and Chief Executives should promote and encourage active participation of the teachers/students in the decision making of the school. Teachers in the secondary schools are instrumental to the acquiring of skills and knowledge by the students. Teachers are very important in every level of education. None of these levels can be possibly achieved without teachers. Therefore, teachers are key players in any educational system.

Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self-confidence and self-actualization. According to Abdu-Raheem (2011) education is yet to achieve its objectives as a result of poor teaching and lack or inadequacy of instructional materials to motivate students. Ofuani (2014) also attested to inadequacy of instructional materials and resources in all the schools sampled in his study. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) also observed that instructional materials help teachers to teach conveniently and the learners to learn easily without any problem. They asserted that instructional materials have direct contact with all sense organs. Kochhar (2012) supported that instructional materials are very significant learning and teaching tools. He suggested the needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students' interests. Afolabi and Adeleke (2010) view non-availability, inadequacy and non-utilization of learning materials as a result of teacher's poor knowledge as factors responsible for the use of lecture method. Jekayinfa (2012) also emphasizes the importance of instructional materials as making learning concrete and real, substitutes one thing for another, allows the students to participate in the production of materials, economical and more teacher-student resource oriented. Abdu-Raheem (2014) submitted that improvisation of locally made teaching aids could assist to improve quality of graduates turn out from schools and standard of education generally. Abdu-Raheem and Oluwagbohunmi (2015) also corroborated the idea that resourceful and skillful teachers should improvise necessary instructional materials to promote educational standard in the country.

Teachers'/Students involvement in decision-making will engender personal growth and development that will affect general development of the school. Smylie (as cited in Gemechu, 2014) asserted that participation improves teachers'/students' opportunities in acquiring new knowledge and insights. These opportunities respectively enhance instructional implementation and students' outcomes. Thus, if teachers'/students participate in school decision-making, better decisions would be made and, hence, students' achievement would improve. Involving teachers in decision-making is a way to increase the productivity and efficiency of an educational organization. Also Imber and Nedit (as cited in Gemechu, 2014) asserted that greater participation in school was in tune with democratic society and led to enhance commitment, improve performance and better productivity in the school. In this 21st century due to rapid technological,

political, economic, social, environmental changes, increase in student enrollment, exposure to global practices and the awareness of the benefits of involving teachers'/students in decision-making, some principals seem to be shifting from the autocratic practice to democratic style of leadership which encourage the participation of teachers'/students in decision-making while some principals still hold on to the ancient practice of deciding on issues alone and pass it on to teachers for implementation. The principal as the manager determines the success and the failure of the school. His/her leadership style has so much effect on teachers'/students willingness to participate in the school activities. In secondary schools where the enabling environment is not created for teachers'/students participation in decision-making in the school, they would likely conduct themselves as strangers within the school environment and this would culminate to poor job productivity and students' performance.

The principals of secondary schools are the custodians of secondary education. They ensure the implementation of all the programmes developed through the National Policy on Education. The functions of the principals of secondary schools are therefore, not different from the functions of heads of other educational institutions. The function of the principals of secondary schools include interpreting policy, executing curriculum programme, seeing to students and staff welfare. Also maintenance of equipment's, physical facilities and instructional materials, maintaining effective school community relations, interpersonal relationship, record management, communication, decision-making process and several others are required of the principals that will effectively lead to influence commitment and effectiveness (Ifeoma, 2013). Principal is vested with the responsibility of the day to day management of the school. The principal needs to co-opt teachers'/students in some of his responsibilities to ensure their involvement in decision-making; he needs their co-operation, intellectual and active participation. This would not only ensure achieving set goals but a means of motivating teachers which would go a long way to enhance their job performance. Okumbe (as cited in Kiumi, Chemnjor & Macharia, 2014) also pointed out that an environment where teachers'/students opinions are valued and adequately complimented by the leader raises teachers' moral and motivation whose byproducts increase learning achievement. Bush (as cited in Kiumi, Chemnjor & Macharia, 2014) asserted that most successful school managers in Britain involve their staff in all major policy decision matters.

Principals' administration of secondary schools cannot be over emphasized they provide all the required human and material resources needed for effective school administration, unlike the teachers and students for effective teaching and learning motivate both parties, and share staff and different responsibilities based on their area of specialization and define them with various functions to perform. Generally, the principal recruits, trains and re-trains staff, admits students in school, provides and distributes

facilities in school for effective usage. The principal meets with parents and teachers to discuss issues for the development of the school. He also performs the role of a mediator. To achieve these needs. There must be free flow of communication, cordial relationship among principals with their staff and students (Alimi, Olatunji & Akinforlarin, 2012). principals in Secondary schools must have strong interpersonal and leadership skills. Good interpersonal relationship is one of the keys to the success of any organization. School principals must find it challenging to promote interpersonal relationship within and outside the organization. They must be seen to encourage sharing of ideas between individuals and organizations. It is the psychological aspect of administration in any organization. Probably that was why Follett (1964) as cited in Peretomode (2006) communication serves as a lubricator fostering the smooth operation of the management process. In support of the above assertion, Bagobiri and Kassah (2006) argued that communication helps managerial planning to be performed effectively.

Academic performance of student is the experience students have after receiving teacher's instructions in the process of teaching and learning technique in secondary schools. That is to say, the wealth of experience a student acquires at the end of his stay in an academic environment.

II. LITERATURE REVIEW

Researchers over the years have delved into the influence of instructional materials procurement and teachers/students involvement in decision making and students' academic performance. Ibrahim (2000) examine the impact of students' participation in decision-making on the maintenance discipline in secondary schools' in Lokoja, Kogi State. The study revealed that when students are involved in the decision making process, they guide against all forms of irregularities and immoral attitude. Manyam (2007) conducted a study title "The role of principals' in the provision of instructional materials in secondary schools in Korinya, Benue State. The study also revealed that for teaching and learning to be effective, adequate instructional materials should be provided. Adeogun (2001) in his study revealed a strong positive link between instructional resources and academic performance. According to Adeogun, schools that possess more instructional resources performed better than schools that have less instructional resources. Fuller and Clark (1994) revealed that quality of instructional processes experienced by a learner determines quality of education. In their view they stated that quality instructional materials create into the learners quality learning experience. Mwiria (1995) also supports that students' performance is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones.

A study by Chonjo (1994) on the physical facilities and teaching learning materials in Primary schools in Tanzania supports the above views. Chonjo interviewed teachers and students on the role of instructional materials on effective learning. From his study he learned that performance could be attributed to adequate teaching and learning materials and equipment's that are in a school. Ogunlade and Adeoye (2015) study also revealed that, teachers' participation in the decision making of the school increased teachers' moral, motivation and high productivity.

Statement of Problem

One of the major problems facing education sector in Nigeria is the low level of the performance of secondary school students in both local and standardized examinations. It has become a great concern for researchers, educators and all education stake-holders over the years. It was observed that students usually fail in examinations owing to lack of essential teaching aids for instructional delivery and involvement of teachers and students in decision making (Afolabi, 2009). This study therefore deemed it necessary to look specifically into the contributions of instructional materials procurement and involvement of teachers and students in decision making on academic performance of secondary school students in Gboko LGA of Benue State.

Objectives of the Study

Specifically, the study sought to:

- i. Ascertain the influence of instructional materials procurement on students' academic performance
- ii. Determine the influence of involvement of teachers and students in decision making on students' academic performance

Research Questions

The following questions were formulated to guide the research work;

1. How does principals' instructional materials procurement influence students' academic performance in secondary school?
2. How does principals' involvement of teachers/students in decision making influence students' academic performance?

Statement of Hypotheses

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

Ho₁: Principals' instructional materials procurement has no significant influence on the students' academic performance in secondary schools in Gboko LGA of Benue State.

Ho₂: Principals' involvement of teachers/students in decision making has no significant influence on the

students’ academic performance in secondary schools.

III. METHODOLOGY

The design for this study was descriptive survey. The population for the study comprised 82 secondary schools with staff strength of 3035 teachers in Gboko LGA. The respondents for the study were purposefully drawn from Gboko LGA the teachers were considered because they are in the a better position to provide the researcher with the required data as they are involved in the administration of schools in one way or the other in the Zone. Sample of 35 secondary schools representing 43% of the schools and 400 teachers representing 13% of the total number of teachers were selected as sample size. A total of 400 copies of questionnaire were distributed out of which the total of 400 were duly responded to and retrieved for analysis. In addition, the questionnaire was given to specialists and experts for face and content validity. The items on the instrument were adjudged suitable for the study. It was also piloted tested on 30 teachers from two schools who are part of the population but not part of the study sample. Scores on the odd numbered items were correlated with the scores on the even numbered items using reliability intend consistency of Cronbach alpha coefficient and the satisfied package for focal success (SPSS). It yielded a reliability coefficient of 0.77. According to Darya (2003) a reliability coefficient of 0.70 and above in research is consistently reliable. The study used mean and standard deviation scores at 2.50 to answer the research questions while chi-square was employed to test the hypotheses. The instrument for this study was researchers-designed questionnaire. The instrument for data collection was divided into 2 sections. Section A, elicited information on the name of the school, while section B, eluted information on the various variables of the study. The research instrument was designed on 4-Point Likert Scale of Strongly Agree (SA), Agree(A), Strongly Disagree(SD), Disagree(DA).

IV. RESULTS

Research Question 1: How does principals’ procurement of instructional materials influence student’s academic performance in secondary school?

Table 1: Mean and Standard Deviation of responses on the influence of principals’ instructional materials procurement on students’ academic performance in secondary schools in Gboko LGA, Benue State

S/N	Item Statement	N	Mean	SD	Decision
1	Adequate procurement of instructional materials by principal to class teachers enhances academic performance of students	400	2.62	.99	Agree
2	Principal provision of instructional materials to class teachers on time has positive effect on students’ academic performance	400	2.80	.77	Agree
3	The supply of instructional materials to the school,	400	2.87	.79	Agree

	facilitate effective teaching and learning, thereby promotes academic performance of students in the school.				
4	Improvisation of instructional materials for teaching and learning is a good method to promote academic performance of students	400	2.71	.77	Agree
5	Principals who ask classroom teachers to source for instructional materials for teaching and learning inhibits teacher’s effective teaching which lowers academic performance of students	400	2.97	.99	Agree
Cluster Mean and SD			2.79	.80	Agree

Result presented in Table 1 revealed that, the respondents agreed to all the items (1,2,3,4 and 5) with mean scores ranging from 2.62 – 2.97 which are above the benchmark of 2.50. The cluster mean of all the items was revealed to be 2.79 and SD= 0.804. With this grand mean, it can be deduced from this finding that principals’ instructional materials procurement has negative influence on academic performance of secondary school students in Gboko LGA, Benue State.

1: Research Question 2: How does principals’ involvement of teachers and students in decision making influence students’ academic performance?

Table 2: Mean and Standard Deviation of responses on the influence of principals’ involvement of teachers/students in decision making on students’ academic performance in secondary schools in Gboko LGA, Benue State

S/N	Item Statement	N	Mean	SD	Decision
6	Collective bargaining in decision making is the best way to arrive at decision taking in schools. Thus promotes academic performance of students	400	3.07	.75	Agree
7	My principal involves teachers in decision making in school thereby helping to promote discipline among staff and students	400	2.91	.67	Agree
8	My principal delegate duties to teachers in my school thereby encouraging high performance of staff and students in schools.	400	3.06	.84	Agree
9	Principals that involve the participation of the class teachers in decision making will experience high academic performance in the students in schools	400	3.07	.51	Agree
10	Decision making involving staffs and students promotes dignity, thus every staff/student feels a sense of belonging, thereby promoting high academic performance in schools	400	2.86	1.02	Agree
Cluster Mean and SD			2.99	.76	Agree

Result presented in Table 2 revealed that, the respondents agreed to all the items (6,7,8,9 and 10) with mean scores ranging from 2.86 – 3.07 which are above the benchmark of

2.50. The cluster mean of all the items was revealed to be 2.99 and SD= 0.757. With this grand mean, it can be deduced from this finding that principals' involvement of teachers and students in decision making has negative influence on academic performance of secondary school students in Gboko LGA, Benue State.

Hypotheses Testing

H₀₁: Principals' instructional materials procurement has no significant influence on students' academic performance in secondary schools in Gboko LGA of Benue State.

Table 3: Chi-square Analysis of Principal' instructional materials procurement on students' academic performance in secondary schools in Gboko LGA of Benue State

Response Options	Observed N	Expected N	Df	χ^2_{cal}	Sig	α - level	Remark
SD	59	100.0					
D	81	100.0					
A	212	100.0					
SA	48	100.0					
Total	400		3	172.900	.000	.05	Significant

Df = Degree of Freedom; χ^2_{cal} = Chi-Square Calculated Value; Sig = P-Value, P<0.05

Table 3 shows the Chi-square calculated value of 172.900, degree of freedom (df) = 3 and a sig (p-value = 0.00) which is less than the alpha value (α) of 0.05. Since P<0.05, the result is significant, therefore the null hypothesis is rejected. This implies that, principals' instructional materials procurement has significant influence on the academic performance of secondary school students in Gboko LGA, Benue State.

H₀₂: Principals' involvement of teachers/students in decision making has no significant influence on the students' academic performance in secondary schools.

Table 4: Chi-Square Analysis Principals' involvement of teachers and students in decision making on students' academic performance in secondary schools in Gboko LGA

Response Options	Observed N	Expected N	Df	χ^2_{cal}	Sig	α - level	Remark
SD	33	100.0					
D	60	100.0					
A	242	100.0					
SA	65	100.0					
Total	400		3	219.3800 ^a	.000	.05	Significant

Table 4 shows the Chi-square calculated value of 219.3800, degree of freedom (df) = 3 and a sig (p-value = 0.00) which is less than the alpha value (α) of 0.05. Since P<0.05, the result is significant, therefore the null hypothesis is rejected. This implies that, principals' involvement of teachers and students in decision making has significant influence on the academic performance of secondary school students in Gboko LGA, Benue State.

V. DISCUSSION

Firstly, the findings of the study revealed that instructional materials procurement has negative influence on the academic performance of secondary school students in Gboko LGA, Benue State. Majority, it was revealed from this finding that Adequate instructional materials procurement by principal to class teachers, Principal provision of instructional materials to school facilitate effective teaching and learning, Improvisation of instructional materials for teaching and learning is a good method to promote academic performance of students, Principals who ask classroom teachers to source for instructional materials for teaching and learning inhibits teacher's effective teaching has led to influence of academic performance in secondary school students in Gboko LGA, Benue State. The test of related hypothesis revealed that instructional materials procurement significantly influences the academic performance of secondary school students in Gboko LGA, Benue State. This finding agree with that of Manyam (2007) who conducted a study title "The role of principals' in the provision of instructional materials in secondary schools . The study also revealed that for teaching and learning to be effective, adequate instructional materials should be provided. The findings also corroborates that of Mwiria (1995) who also supported that students' performance is affected by the quality and quantity of teaching and learning resources. The finding is also in agreement with Onasanya & Omosewo (2011) who confirmed that procurement of instructional material have positive effects on students' academic performance.

The second finding of the study revealed that principals' involvement of teachers and students in decision making has negative influence on the academic performance of secondary school students in Gboko LGA, Benue State. It was revealed from this finding that Collective bargaining in decision making is the best way to arrive at decision taking in schools, principals involvement of teachers in decision making in school thereby helped to promote discipline among staff and students, principals delegation of duties to teachers encouraged high performance of staff and students in schools, Principals that involve the participation of the class teachers in decision making experience high academic performance in the students, decision making involving staffs and students promotes dignity, thus every staff/student feels a sense of belonging has led to influence of academic performance in secondary school students in Gboko LGA, Benue State. The test of related hypothesis revealed that principal's involvement of teachers and students in decision making significantly influences the academic performance of secondary school students in Gboko LGA, Benue State. This finding agree with that of Wilkinson (1999) which saw involvement of teachers in decision making as empowerment which could lead to job satisfaction and better quality decision. This finding is also supported by Ibrahim (2000) who examine the impact of students' participation in decision-making on the maintenance discipline in secondary schools.

The study revealed that when students are involved in the decision making process, they guide against all forms of irregularities and immoral attitude. It is also inline with Ogunlade and Adeoye (2015) who study revealed that teachers' participation in the management of the school influenced teachers' to high level of productivity, thereby increasing students' academic performance.

VI. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the researcher concluded that instructional materials procurement in the development of students' academic performance attainment of teaching/learning objectives cannot be over emphasized; It was also noted in the study that teachers and students involvement in school decision-making has significant influence on the academic performance of secondary school students' in Gboko LGA, Benue State.

The following recommendations were made based on the findings from this study:

1. Principals and other relevant authorities should ensure adequate and comprehensive procurement of instructional materials to easy teachers and students teaching learning process.
2. Principals should ensure involvement of teachers and students in decision making on regularly bases this will motivate all of them feels involved and contribute or use their maximum experience to achieve school objectives.

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