



## RELATIONSHIP BETWEEN UTILIZATION OF INSTRUCTIONAL MATERIALS AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN NORTH-WEST ZONE, NIGERIA

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### Abstract

This study investigated the relationship between utilization of instructional materials and teacher's job performance in secondary schools in North-West Zone, Nigeria. three objectives, two research questions, and 1hypothesis were raised to guide the conduct of this study. The study adopted correlational research design and a sample of 370 teachers were drawn from a population of 24,821 teachers of secondary schools in North-West Zone, Nigeria. Two instruments were used to collect data for this study; Utilization of Instructional Materials Questionnaire (UIMQ) and Teachers' Job Performance Questionnaire (TJPQ). The instruments underwent content validation by team of experts in the field of educational administration and planning and other experts in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. The reliability of the instruments were obtained through a pilot test and test-retest method that was conducted after an interval of three weeks and the two sets were correlated using Pearson Product Moment Correlation Coefficient (PPMCC) where reliability indices obtained for AIMC and TJPQ were 0.78 and 0.76 respectively. Frequency, percentages, means and standard deviation were used to answer the research questions, while PPMCC was used to test null hypotheses at 0.05 level of significance. The findings of this study revealed that; there was a positive and significant relationship between utilization of instructional materials and teacher's job performance in secondary schools in North-west Zone, Nigeria. The study concluded that there was low level of utilization of instructional materials in secondary schools; the study also concluded that there was moderate level of teachers' job performance as a result of low utilization of instructional materials in secondary schools in North-west Zone, Nigeria. It was recommended that instructional materials should be utilized during teaching in order to enhance teacher's job performance and increase students' academic performance.



**Keywords:** Utilization, Instructional Materials, Teachers' Job Performance, Secondary Schools

### Introduction

Education is a fundamental instrument for national development, contributing to individuals' moral, intellectual, and social growth. Through functional education, learners acquire the knowledge and skills necessary for productive living and positive societal participation, while lack of education often results in underdevelopment, poverty, and social problems.

Utilization of instructional materials refers to the appropriate selection, effective application, and purposeful integration of teaching resources during lesson delivery to enhance students' understanding and learning outcomes. Instructional materials such as textbooks, charts, models, maps, audiovisual aids, and digital resources help simplify complex concepts, make lessons more concrete, and sustain learners' interest. When properly utilized, these materials encourage active student participation, improve knowledge retention, and promote meaningful learning experiences. Teaching without instructional materials often results in abstract and teacher-centered lessons that may reduce students' motivation and comprehension. Studies have shown that failure to utilize appropriate instructional materials can negatively affect students' academic achievement and overall learning experience (Awobodu, 2002; Amuzu, 2018). The utilization of instructional materials also has significant implications for teachers' job performance.

Teachers' job performance refers to the effectiveness with which teachers carry out their professional duties, including lesson delivery, classroom management, and participation in school activities (Ekpo & Bassey, 2015). Since instructional materials are essential to teaching

effectiveness, this study examines the relationship between the utilization of instructional materials and teachers' job performance in secondary schools in the North-West Zone of Nigeria.

### Statement of the Problem

Despite the recognized importance of instructional materials in enhancing teaching and learning, their effective utilization in many secondary schools in the North-West Zone of Nigeria remains a major concern. In several schools, instructional materials are either inadequately utilized or not used at all during lesson delivery, leading to abstract teaching and reduced student engagement. This situation may adversely affect teachers' job performance in areas such as lesson delivery, classroom management, and achievement of instructional objectives. While efforts have been made to provide instructional resources in schools, little emphasis has been placed on examining how their utilization relates to teachers' job performance. Consequently, there is a need to investigate the relationship between utilization of instructional materials and teachers' job performance in secondary schools in the North-West Zone of Nigeria.

### Objectives of the Study

The objectives of the study are to find out:

1. The level of utilization of instructional materials in secondary schools in North-West zone, Nigeria.
2. The level of teachers' job performance in secondary schools in North-West zone, Nigeria.
3. The relationship between the utilization of instructional materials and teachers' job performance in



secondary schools in North-west, Nigeria.

### Research Questions

The following research questions were raised to guide the conduct of this study:

1. What is the level of utilization of instructional materials in secondary schools in North-West zone, Nigeria?
2. What is the level of teachers' job performance in secondary schools in North-West zone, Nigeria?

### Hypothesis

Based on the above research questions, the null hypothesis was tested at 0.05 level of significance.

- Ho<sub>1</sub>. There is no significant relationship between the utilization of instructional materials and teachers' job performance in secondary school in North-West zone, Nigeria.

This paper was centered on Gagne's theory of instruction which was developed by Robert Gagne in 1965. Gagne's theory of instruction assumes that there is a direct link between the materials that the teachers use, and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and positive attitude towards learning. Further, these theories assume that instructional materials have the capacity to develop into students the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have positive impact on solving new problems by analyzing the situation and formulating a plan (Gagné et al. 1988). The following are the principles of Gagne's theory of instructional materials; Gaining attention, informing the learner of the objective, stimulating recall of prerequisite learning,

presenting the stimulus material, providing learning guidance, eliciting the performance, providing feedback, assessing the performance, and enhancing retention and transfer.

This theory is related to the current study because it emphasizes the importance of different types of learning outcomes and instructional events to facilitate effective teaching practices. Teachers using Gagne's theory focus on specific learning objectives and provide appropriate learning conditions to help students achieve these objectives.

Roseline (2019) investigated the utilization of instructional materials as tools for effective academic performance of students in secondary schools in Niger State, Nigeria. Survey research method was used and the study sampled the total number of 100 respondents in five selected secondary schools. A questionnaire constructed by the researcher and re-structured by two experts was used for data collection. The reliability was confirmed with the use of split-half method with 0.63 alpha level of significance got. The questionnaire was stered to the respondents with the assistance of the school heads. The findings revealed inadequate use of instructional materials in most schools and majority of the teachers did not take cognizance of the importance derived from the use of instructional materials while teaching. Those that adopted the utilization did not use them appropriately. No wonder the high rate of students' failure in external examinations. Based on the findings, the professional counsellors in the state should sensitize all heads of schools and teachers through seminars and workshops on the importance and good utilization of instructional materials. Among other recommendations, the government should endeavor to release enough funds to assist teachers towards that direction.



The reviewed study is highly related to the current study as it investigated the utilization of instructional materials as tools for effective academic performance of students in secondary schools in Niger State, Nigeria. However, this study looked at utilization of instructional materials as tool for effective academic performance of secondary school students whereas the current study looked at the relationship between utilization of instructional materials and teacher's job performance. The current study adopted correlational research design while the reviewed study adopted survey design. The reviewed study is a narrowed one in terms of scope compared with the current study which covered one geo-political zone.

## Methodology

This study adopted correlational research design. This type of research design explains simple relationship between two or more variables. Ary (2010) explains that correlational research attempts to determine the extent and the direction of the relationship between two or more variables. The population of the study includes all the 24,821 teachers in public secondary schools in North-West, Nigeria, which includes; Sokoto, Kebbi, Zamfara, Katsina, Kano, Jigawa and Kaduna states respectively. Table 1 indicated public secondary schools in Sokoto, Kebbi, Zamfara, Katsina, Kano, Jigawa and Kaduna states:

**Table 1: Population of the Study**

S/N	STATES	SCHOOLS	TEACHERS
1	Sokoto	169	3,015
2	Kebbi	170	2,924
3	Zamfara	214	3,185
4	Katsina	122	2,856
5	Kano	363	5,109
6	Jigawa	227	3,105
7	Kaduna	260	4,627
	<b>Total</b>	<b>1,668</b>	<b>24,821</b>

**Source: Ministries of Education & Teachers Service Boards, Northwestern states, 2023**

From table 1, there are 169 secondary schools and 3,015 teachers in Sokoto state. There are 170 secondary schools and 2,924 teachers in Kebbi state. There are 214 secondary schools and 3,185 teachers in Zamfara state. There are 122 secondary schools and 2,856 teachers in Katsina state. There are 363 secondary schools and 5,109 teachers in Kano state. There are 227 secondary schools and 3,105 teachers in Jigawa state. There are 260 secondary schools and 4,627 teachers in Kaduna state. Thus, there are 1,668 secondary schools in

the seven North-West Zone States with 24,821 teachers as per table 1.

Research Advisor (2006) table was used to determine 370 teachers out of the population of 24,821 teachers across the North-West Zone, Nigeria. Purposive sampling technique was used to select 4 states as a result of insecurity in the country. convenience sampling technique was also used to select teachers from various states as these 4 states were not having the same number of schools and teachers.



**Table 2: Sample for the Study**

S/N	STATES	SCHOOLS	TEACHERS
1	Kebbi	4	75
2	Kano	10	125
3	Sokoto	6	90
4	Katsina	5	80
	<b>Total</b>	<b>25</b>	<b>370</b>

**Source: Field Survey 2023**

In table 2, in Kebbi state, 4 schools and 90 teachers were selected from a population of 2,924 teachers and 170 secondary schools. In Kano state 10 schools and 125 teachers were selected from a population of 3,185 teachers and 214 schools. In Sokoto state 6 schools and 90 teachers were selected from a population of 3,015 teachers and 169 schools. In Katsina state, 5 schools and 80 teachers were selected from a population of 2,856 teachers and 122 schools.

Two instruments were designed and used by the researcher to collect data from the respondents. The instruments were titled, Utilization of Instructional Materials Questionnaire (UIMQ) and Teachers' Job Performance Questionnaire (TJPQ).

The instruments were validated by a team of experts in the field of Educational Administration and Planning, and other experts in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, who validated the instruments. The experts scrutinized the content of the instruments in terms of items relevance, clarity and coverage of the subject matter. Based on the expert's scrutiny, observations, suggestions, and corrections were made on the instruments before final copy was produced.

In order to ensure the reliability of the Utilization of Instructional Materials Questionnaire (UIMQ) and Teachers' Job Performance Questionnaire (TJPQ), the researcher carried out a pilot test of the UIMQ and TJPQ using test-retest method which was conducted within an interval of three weeks at Emir Haruna Rasheed Secondary School, Birnin Kebbi and Army Day Secondary School Birnin Kebbi in Kebbi State. The set of scores of the pilot study obtained via test-retest for the AIMC and TJPQ was correlated using PPMCC and the reliability indices obtained for AIMC and TJPQ were 0.76 and 0.78 respectively. The instruments were then adjudged to be reliable.

**Results:** In this section three questions were answered and one hypothesis was tested and presented in the following tables.

**Research Questions One:**

Is there effective utilization of instructional materials in secondary schools in North-West zone, Nigeria?

This research question one was answered and presented using table 3.



**Table 3: Level of Utilization of Instructional Materials in Secondary Schools in North-West Zone, Nigeria.**

S/N	Items	N	Mean	SD	Decision
1	Teachers used textbook in teaching	370	2.28	1.79	Low
2	Teachers used laboratory materials in teaching	370	2.56	1.86	Moderate
3	Teachers used whiteboard in teaching	370	3.49	1.96	Moderate
4	Teachers used charts in teaching	370	2.45	1.82	Low
5	Teachers used maps in teaching	370	3.16	1.94	Moderate
6	Teachers used diagrams in teaching	370	1.96	1.62	Low
7	Teachers used real life objects in teaching	370	1.44	1.21	V. Low
Mean			2.40	1.81	Low

Source: Field work, 2024

N=370

Key: VH 4.5-5.00, H 3.50-4.49, M 2.50-3.49, L 1.50-2.49, VL 1.00-1.49

Table 3 shows descriptive statistics of Mean and Standard Deviation computed to measure the level of utilization of instructional materials in secondary schools in North-west, Zone, Nigeria. The results also revealed that most of the Mean ratings for all the items were lower. However, the overall mean rating of teachers' utilization of instructional materials in North-west Zone, Nigeria (Average mean = 2.40 and Standard Deviation = 1.81) implies that there was low level of teacher's utilization

of instructional materials in secondary schools in North West, Nigeria.

**Research Question Two:**

What is the level of teachers' job performance in secondary schools in North-West Zone, Nigeria?

This research question two was answered and presented using table 4

**Table 4: Level of Teacher's Job Performance in Secondary Schools in North-West Zone, Nigeria.**

S/N	Items	N	Mean	SD	Decision
1	Teachers in your school used different method of teaching	370	3.55	1.86	High
2	Teachers in your school goes through student's notes to ensure they are up-to-date	370	3.42	1.88	Moderate
3	Teachers in your school prepare their lesson plan base on the scheme of work	370	3.52	1.93	High
4	Most of your students usually get good marks in your school	370	3.46	1.89	Moderate
5	Teachers in your school teach every student according to his/her ability	370	3.30	1.93	Moderate
6	Teachers usually come well prepared for teaching in the class	370	3.67	1.77	High
7	If any student asks questions in the class teachers try their best to satisfy him/her at every level	370	3.10	1.93	Moderate



8	Teachers come to school regularly in your school	370	3.42	1.80	Moderate
9	When present at school teachers attend to students	370	3.31	1.90	Moderate
10	Teacher keeps record of overall performance of students in your school	370	3.49	1.80	Moderate
11	Teachers in your school organizes their classes before lesson delivery	370	3.93	1.64	High
12	Teachers give classwork, mark and keep record of students in your school	370	3.57	1.85	High
13	Teachers consult their colleagues in solving problems in your school	370	4.16	1.48	High
14	Teachers in your school follows scheme of work and lesson plan during lesson delivery	370	3.64	1.79	High
15	Teachers in your school uses teaching aids during lesson delivery	370	3.49	1.82	Moderate
<b>Mean</b>			<b>3.46</b>	<b>0.25</b>	<b>Moderate</b>

Source: Field work, 2024

N=370

Key: A=Agree, UD=Undecided, D=Disagree, F=Frequency, % Percentage

Table 4 shows descriptive statistics of Mean and Standard Deviation computed to measure the level of teachers' job performance in secondary schools in North-west, Zone, Nigeria. The results also revealed that most of the Mean ratings for all the items were moderate. However, the overall mean rating of teachers' job performance in secondary schools in North-west Zone, Nigeria (Average mean = 3.46 and Standard Deviation = 0.25) implies that there was moderate level of teacher's job

performance in secondary schools in North West, Nigeria.

### Hypothesis Testing

#### Null Hypothesis:

H<sub>01</sub>: There is no significant relationship between the utilization of instructional materials and teacher's job performance in secondary schools in North-West Zone, Nigeria.

This hypothesis was tested and presented in table 5

**Table 5: Summary of PPMCC on Utilization of Instructional Materials and Teacher's Job Performance in Secondary Schools in North-West Zone, Nigeria.**

Variables	N	Mean	SD	Df	r-Cal	P-Value	Decision
Utilization of Instructional Materials	370	3.958	.472				
Teacher's Job Performance	370	3.943	.246	368	0.230	0.000	Ho Rejected

Source: Field Work, 2024



The result in table 5 indicated  $N = 370$ , Mean = 3.958 and SD = 0.472 on utilization of instructional materials, and  $N = 370$ , mean = 3.943 and SD = 0.246 on teacher's job performance. The analysis also revealed a calculated  $r$ -value of 0.230 and 368 degree of freedom with a  $p$ -value of 0.000 at 0.05 level of significance. Therefore, since  $p$ -value of 0.000 is statistically lower than the level of significance of 0.05 the null hypotheses three ( $H_{01}$ ) which states that there is no significant relationship between the utilization of instructional materials and teacher's job performance in secondary schools in North-West Zone, Nigeria is rejected. This means that there is a significant relationship between utilization of instructional materials and teacher's job performance in secondary schools in North-West Zone, Nigeria.

### Summary of Findings

Results from the data analysis are summarized below:

- 1 There was low level of utilization of instructional materials in secondary schools in North-West zone, Nigeria. This means that whenever instructional materials are utilized while teaching it gives students a sense of seeing, touching, testing, or even smelling of that particular instructional material.
- 2 The finding also indicates that there was moderate teachers' job performance in secondary schools in North-West zone, Nigeria. This means that government have needs to improve more on teachers' job performance in secondary schools.
- 3 The utilization of instructional materials has a positive relationship to teacher's job performance in secondary schools in North-West Zone, Nigeria. This shows that utilization of instructional materials leads to teacher's job performance in secondary schools.

### Discussion of Findings

The findings from table 5 showed that there is a positive and significant relationship between utilization of instructional materials and teacher's job performance in secondary schools in North-West Zone, Nigeria where  $r = 0.230$ ,  $p$ -value =  $0.000 < 0.05$ . Utilization of instructional materials gives the learner opportunity to touch, smell or taste objects in the teaching and learning process. Apart from their ability to enhance learning, instructional materials could help teachers widen their scope of knowledge and experience. Utilization of instructional materials in teaching brings about fruitful learning since it stimulates student's senses and enhances staff performance. This is in line with Ubulom and Ogwunte (2017) who noted that whenever instructional materials are utilized, they generate greater students' interest in the learning process. This means that teaching could be less interesting without the use of instructional materials. This finding is also supported by the work of Olagunju and Abiona (2008) who opined that the process of managing and organizing resources is resource utilization. They added that in a school, the available resources should be utilized in such a way that it enables the students to acquire desirable learning competencies. The finding also aligned with Baylor and Ritchie (2016) where they stated that the utilization of instructional materials in classroom has an impact on students' content acquisition and class performance compared with the traditional methods of teaching that focus primarily on imparting skills and knowledge.

This is because instructional materials affect learner's cognitive, psychomotor and affective domain thus a single approach or methodology cannot elicit the desired response from students (Nsa, 2012). Moreover, according to Omorogbe and Imasuen (2017) who noted that the utilization of electronically-mediated



instructional materials to support the traditional face-to-face classroom instruction has resulted in the shift from teacher to student-centred-class. In this situation, the responsibility for learning is shifted to the student. The teacher facilitates learning by acting as a coach, resource guide and companion in learning. Modern instructional materials that can be utilized in teaching and learning educational programmes include interactive whiteboard (IWB), electronic whiteboard, word-processing machine, overhead projector, televisions, Videocassette Recorders (VCRs), Digital Versatile Disc (DVD), Digital Versatile Disc Rewritable (DVD-RW), Flash Driver (FD), slide projectors, and opaque projectors as well as computers. Others are: digital camera, scanners, photocopying machines, printers, the internet, interactive television, audio/video conferencing; Web Board, compact disk (CD) writer, liquid crystal display (LCD), modem, among others. Software tools include Microsoft Word (MSWord), Excel, PowerPoint, Publishers, telecommunications, among others. The importance of the mentioned instructional devices in teaching and learning cannot be over-emphasized. They help to make teaching and learning more meaningful, impactful and engaging. They are also imperative for learning, especially for students who are more visually oriented. They are equally useful in conducting examinations such as Computer-Based Tests (CBTs), among others.

### Conclusion

Based on the findings of this study, it was concluded that utilization of instructional materials are significantly related to teachers' job performance. Specifically, utilization of instructional materials has significant impact on teacher's job performance in terms of lesson delivery and attendance to classes. Etc.

### Recommendations

The following recommendations were made on the basis of the research findings.

- 1 Government through various principals should set up a committee which should encourage full utilization of instructional materials by every teacher while teaching. This will improve the level of teachers' job performance and also boost the academic achievements of students.
- 2 Government should prioritize teachers' welfare, through prompt payment of salaries and other fringe benefits to provide adequate instructional materials. This will help to improve teachers' job performance.
- 3 Schools management should adopt strategies like seminars/workshops for classroom teachers on importance of utilization of instructional materials; this will also lead to teacher's job performance in secondary schools.

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