

AFRICAN SOCIAL AND EDUCATIONAL JOURNAL  
FACULTY OF BUSINESS ADMINISTRATION  
IMO STATE UNIVERSITY  
NIGERIA

VOL. 8 NO. 1 MARCH 2019

THE INFLUENCE OF TEACHERS' QUALIFICATION ON ACADEMIC PERFORMANCE  
OF SENIOR SECONDARY SCHOOL STUDENTS

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**Abstract**

*This study examined the influence of teachers' qualification on academic performance of senior secondary school students in Emohua Local Government Area of Rivers State. The researcher therefore adopted the survey method. The population of the study comprises of all senior secondary school students drawn in Emohua Local Government Area of Rivers State which is estimated to be 1,675 teachers that make up the population of this study. source: Emohua Zonal Schools Board. 3,036 Secondary SS1 students represented 20 percent of the total population form the sample size. The instrument used for data collection was teachers' qualification on students' academic performance inventory constructed by the researcher. This instrument was validated by two experts in Measurement and Evaluation in the Department of Educational Psychology, Guidance and Counselling Ignatius Ajuru University of Education. The reliability was measured using test re-test reliability technique. The coefficient obtained were .67 which shows that the instrument is valid. Independent t-test was used to answer research question and hypotheses. Results shows that both the principals and the teachers agree that the teachers use instructional materials to teach regularly, but not consistently. Needs of students, lesson objective, nature of the subject, requirement of the education law, and the influence of teachers professional training are the things that make teachers to use instructional material to teach government. Based on this study the following conclusions were drawn. Teachers use instructional materials to teach but not so regularly. The visits of school inspectors and the principals coercion make it look as though the teachers use them regularly. The needs of the students, the lesson objectives, the nature of the topic, the education law requirements and the teacher's professional training make them to use instructional materials to teach. The reactions of the students to the lesson and the instructional materials give teachers ideas of success or failure of the instructional materials used in the lesson.*

**Introduction**

Most teachers in schools today have no clear idea of what "interactive whole class teaching style is and have received little practical guidance on implementing it" (secondary schools and literacy, 2003). According to Cuban (1984), one way of finding how teachers taught over a period of time is to examine if instruction was teacher centered or student centered or a mixture of the two in varying degrees. According to Cuban

**THE INFLUENCE OF TEACHERS' QUALIFICATION ON ACADEMIC PERFORMANCE OF .....**

(1984), a teacher- centered instruction means that a teacher controls what is taught, when, and under what conditions within his or her classroom. Also, student centered instruction means that students exercise a substantial degree of direction and responsibility for what is taught, how it is and for any moment within the classroom. The following criteria determine the dominant forms of instruction in a classroom that can enable us determine on a continuum, if instruction is teacher-centered or somewhere between the two:

Arrangement of classroom space; Ratio of teacher to student tail; Whether most instruction occurs individually, in small groups, or with the entire class; The presence of learning or interest centers that are used by students as *part of the normal school day*; and The degree of movement students are permitted without asking the teacher (Cuban, 1984, p.5).

In Nigeria, the philosophy of education is geared towards self-realization, better human relationships, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, political, scientific and technological progress. To achieve the above objectives, the teacher assumes an enviable position in the curriculum Implementation at a level. Ukeji (1999) maintained that it is the teacher that 'translates policies and programmes into action. Lassa (1996) also stated that the teacher is the initiator of the learning process, the facilitator of the learning skills, the coordinator of the learning sequences, the assessor of the learning efficiency, and indeed the pivotal element in the entire educational development.

The above position further shows the invaluable importance of teacher's qualification to effective teaching and learning. It is therefore certain that students/pupils would not benefit much from learning where teachers are not competent or qualified.

Babatunde (2010) reiterated that those classroom teachers who are not the major determinants of educational achievement; their academic qualification relevant professional training, working experience among others are the most significant factors determining the students' academic performance.

One of the variables considered in this study is teacher's awareness level 01 assessment style, which could be considered as a complex concept comprising both conscious and unconscious powers and sensitivities which enable a teacher to act creatively. Hence to be a trained teacher involves the refinement and development of these complex awareness. In no regards, Osunde and Ughamadu (2004) were of the view that there should be intensive and regular in-service training for all teachers in the school system which should be carried out through induction courses; seminars and workshops with the prime purpose of introducing them to various assessment styles for effective implementation of assessment programme in Nigeria schools.

In the area of assessment techniques, a teacher is expected to organized curriculum and teaching with the aim of helping children to overcome barriers to learning. On the other hand, assessment as the name implies, is the process of organizing test data in interpretable forms. The process of assessing pupil's performance is done by using a variety of techniques among which testing is one.

In general, several tests of different types and testing different aspects of the child (cognitive, psychomotor, and affective) are needed in order to complete the assessment. In

other words, the assessment of learning focuses on important factors and a number of measurement methods or techniques in order to arrive at a mark or judgment of students ability, attitude and progress in a particular subject. Such a multi-dimensional approach may include tests, interviews, projects of homework, assignments, etc.

According to Qualification and curriculum Authority (QCA) (2003), 'assessment for learning involves the use of classroom assessment to improve learning' and goes on to list the central features peculiar to assessment. Embeds the teaching and learning process; Shares learning goals with students; Helps students to recognize the standards to aim for; Provides feedback which leads students to identify what they should do next to improve; Involves both teacher and students reviewing and reflecting on pupils performance and progress, and *Involves* students in self-assessment.

To this end, teachers usually use various means of getting information in a comprehensive way about a child before bringing their professional judgment to bear. Teacher needs to come to a decision, but that decision should come from all the knowledge that teacher has accumulated through collection, recording and retrieved of information that is important about a child's progress in relation to assessment and teaching. As a result of classroom assessment technique, both teacher and students are empowered to improve the quality of learning in the classroom.

No wonder Osunde (2005) opined that a teacher needs variety of instruments and techniques to assess the cognitive and non-cognitive (affective and psychomotor) behaviors of students/pupils instruments which include: test, projects, assignments, interviews, rating scale, observation, questionnaire, anecdotal records and sociometric technique. Some of these instruments, according to him, are appropriate for the assessment of cognitive behaviors while others are useful for the assessment of affective and psychomotor behaviors. Also, Osunde and Ughamadu (2004) while discussing problems associated with assessment techniques in schools were of the view that the problem could be attributed to:

1. Variation in the assessment techniques being used in schools; and
2. Variation in the procedures for scoring and grading of the different assessment techniques in different schools. It is therefore a common knowledge that the standard of all assessments by different teachers across the country, states, and local government areas cannot be assumed to be the same.

In another study, Okwuanazo and Okeke (2005) maintained that the secondary aim of assessment is to foster learning. To them, teachers should develop classroom assessments that value the ability to apply knowledge by rescoring and solving novel problems as well as the acquisition of knowledge and skills. Teachers should also evaluate their own classroom assessment practices and instructional procedures and how they affect students/pupils achievement. It is in line with this view that the bureau of evaluation studies and teaching (2007) itemized how teachers could employ assessment techniques. These include:

- a. Provide a short term feedback about the day to day learning and teaching process at a time when it is still possible to make mid-course.
- d. b. Provide useful information about student learning with a much lower investment of time compared to tests, papers, and other traditional Help to foster good rapport with students/pupils and increase the efficacy of teaching and learning; and Encourage the view that teaching is a formative process that evolves over time with feedback.

**THE INFLUENCE OF TEACHERS' QUALIFICATION ON ACADEMIC PERFORMANCE OF .....**

On teacher's personal characteristics, it could be said that teaching entails engaging students as active learners to induce positive comprehensive changes in their pre-existing knowledge, skills and attitude. These are achieved by teachers who are able to build on learners' experiences, abilities, interests, motivation and skills. Therefore, teachers must have mastered the basic skills of teaching and possessed the ability to continuously adjust their teaching strategies to meet the diverse needs of their students/pupils. This entails knowledge of subject matter, skill, in planning, skills in adapting to change, skills in assessment, professional responsibility, their personal skills and so on. Commenting on this characteristics, Adegbo (2003) opined that mathematics curriculum developers should involve the classroom teachers in nature curriculum project right from the beginning to the end. To him, teachers should have input in curriculum development. This will go a long way in assisting teachers in skills development. In the same vein, Beldon, Rasonello and steward (2004) while reporting the 2002 survey of educators Ohio, focused on the quality of teaching and ways from the point of view teachers, school board members, professors in schools of education and - administrators, itemized the following qualities of good teacher:

- a. Personal qualities of the individuals, including communication and people's skills, passion and commitment, flexibility and being a hard worker and team player.
- b. Knowledge and practical skills both in subject matter and pedagogy, particularly content knowledge and classroom experience.
- c. Committed to and love for children, respect them, and want to be with There is no doubt that the teaching certificate that teachers have will go a long way in affecting changes in their style of teaching as well as the modes of assessment they employed. Several studies have found a positive effect of teacher's qualification on learning, several factor have generally been identified as predictor of poor academic achievement. Adegbo (2003) reported that a teacher who doesn't have both the academic and professional teaching qualifications would undoubtedly have negative influences on the teaching and learning of his/her subject.

**Research Questions.**

1. To what extent do teachers with NCE qualification influence students' academic achievement.
2. To what extent do teaches with B.ED qualification influences students' academic achievement.
3. to what extent do teachers with Masters Degree qualification influence student's academic achievement.

**Hypotheses**

1. There is no significant influence of NCE teachers as teaching qualification on students' academic achievement.
2. There is no significant influence of B. ED teachers as teaching qualifications on students' academic achievement.
3. There is no significant influence of Masters Degree as teaching qualification on students' academic achievement.

## Research Methods

This research design is survey. This is because the research is interested in the assessment and description of already existing phenomenon, in this types of research the researcher does not have direct control on the independence variable since their manifestation have already occurred. The researcher was interested in examining the phenomena under investigation and data were collected after the phenomena had taken place.

The population of the study is comprise of all senior secondary school teachers drawn in Emuoha Local Government Area of Rivers State. 1,675 make up the population of this study. It consists of all the secondary schools in (Emuoha Local Government Area of Rivers State) 336 secondary SS1 students representing 20% of the total population formed the sample size. This sample size was drawn from the 24 secondary schools in Emohua Local Government Area. The simple random sampling technique through balloting with picking 'yes' or 'no' was used to obtain the sample size, the researcher was cut out 1,675. Pieces of papers, write 'no' on 1339 and 'yes' on 366 and fold them for the students to pick. Those that was picking the paper with yes must be selected for the study, while those that was pick the papers with 'no' was dropped. Through this means, 366 pupils which is the sample size were selected. Attached at the appendix ii is the sampling table (3.1). The sample size was 200.

To confirm the validity of the questionnaire used for the study, an initial confirmation was made by a supervisor, subsequent confirmation of the: content appropriateness of the research instrument was also made by another specialist in the area of study to ensure it was valid.

The instrument was given to me supervisor and two other experts in the: department of Primary Education Studies for examination so as to ascertain its face and content validity. Their corrections and suggestions will be: employed in order to make the instrument relevant and valid for the study.

The instrument was administered to the selected students in the various classes through the strict supervision of the researcher and trained research assistants which was likely be the teachers. The instrument was retrieved immediately after completion to prevent loss and alternation.

Data collected must be analyzed using mean and standard deviation to answer the stated research question; while Pearson product Moment Correlation was used to test the stated null hypotheses at 0.5 level of significance.

## Results

Research question one

To what extent does teachers with NCE qualification influence students' academic achievement.

**Table 1: Result of data analysis on the extent is the teacher's efficacy.**

S/N	Cluster A: Regularity of teacher's efficacy	XP	SDP	Xt	SD t	X
	Teachers of mathematics in my school					
1.	Regularity used of teaching skills acquired.	2.04	0.48	3.65	0.96	2.85
2.	Displays all the teaching techniques when supervisors are being expected	3.01	0.28	2.65	0.86	2.83

**THE INFLUENCE OF TEACHERS' QUALIFICATION ON ACADEMIC PERFORMANCE OF .....**

3.	Use instructional materials to teach occasionally	2.59	0.33	2.78	0.68	2.69
4.	Display the use of instructional materials in their lessons only when the principal stresses their importance	3.08	0.56	2.53	0.76	2.81
5.	Do not use instructional material to teach at all	2.52	0.44	2.76	0.93	2.65
	<b>Cluster Mean</b>	<b>2.65</b>		<b>2.87</b>		<b>2.77</b>

**Note:** XP = Mean for Principal

SDP - Standard Deviation for Principal

Xt = Mean for Teachers

X = Grand Mean for Means

The result of data analysis presented Table 1 shows that both the teachers and the principal agree that teachers that teach mathematics do not use or display teaching skills to teach their lessons. Regular use of teaching skills has mean 2.04 (SD,0.48) for the principal mean 3.65 (SD,0.96) for the teachers and grand mean of 2.85. Using teaching skills only when inspectors are expected has mean 3.01, (SD,0.28) for principals, mean 2.65, (SD, 0.86) for teachers and a grand mean of 2.83. Using instructional materials to teach occasionally has mean of 2.59 (SD, 0.33) for principals mean 2.78, (SD,0.93) for teachers and grand mean of 2.81. Teachers not using instructional materials has means 2.53, (SD, 0.44) teach only when the principal stresses their importance has mean 3.08 (SD,0.56) for the mean of 2.81. Teachers not using instructional materials has mean 2.53,(SD,0.44) for principals, mean 2.76 (SD,0.93) for the teachers and a grand mean of 2.65 for the principals, 2.87 for the teachers and a grand means of 2.77.

### Research Question Two

Two what extent does teachers with B.ED qualifications influence students' academic achievement.

**Table 2: Results of data analyzed what extent is the teachers qualification.**

S/N	Cluster B: Determinants of teachers extent of qualification	XP	SDP	Xt	SDt	X
	Teachers of mathematics in my school					
	In my school the determinants of teacher qualification in teaching mathematics are					
6.	Teachers by their training have become used to various instructional materials	2.76	0.26	2.89	0.34	2.83
7.	Educational ordinance provisions that is because educational law demands their use	3.55	0.22	2.76	0.23	3.16

8.	The nature of the subject whether it is abstract or practiced	2.78	0.34	3.56	0.25	3.17
9.	The lesson object which the teacher wants to achieve	3.01	0.22	3.00	0.11	3.10
10.	Needs of teachers promotional intention	2.78	0.23	2.89	0.15	2.84
	<b>Cluster Mean</b>	<b>2.98</b>		<b>3.02</b>		<b>3.01</b>

The result of data analysis presented Table 2 above shows that the need of learners, objectives to be achieved, nature of the topics, provisions of the educational law and the teachers professional training are the things that determine their choice of instructional materials to use in a particular lesson. Thus, learners needs have mean 2.78,(SD, 0.23) for principals, mean 2.89,(SD,0.15) for the teachers and a grand mean of 2.84. Objectives, the teacher wants to achieve have mean 3.01,(SD, 0.22) for the principals, mean 3.(SD,0.11) for the teachers and a grand mean 3.01. Nature of the topic have mean 2.78 (SD, 0.34) for principals, mean of 3.17 provisions of education ordinance have mean 3.55,(SD, 0.22) for principals, mean 2.76, (SD, 0.23) for the teachers and a grand mean of 3.16. Professional training influences have mean 2.76,(SD, 0.26) for principals, mean 2.89,(SD, 0.34) for teachers and a grand mean 2.83. The cluster mean values are 2.98 for principals, 3.02 for teachers and a grand mean of 3.01.

### Research Question Three

To what extent does teachers with Masters degree qualifications influence students' academic achievement?

**Table 3: Result of data analyzed the highest level of experience as regards their success and failures of teaching skills.**

S/N	Cluster C:Teacher Highest level	XP	SDP	Xt	SDt	X
	Evaluation					
	Teachers of mathematics in my school evaluate the success of their highest education					
11.	By the degree of student participation in the lesson	2.76	0.48	3.18	0.26	2.97
12.	Based on the number of questions asked on the instructional materials	2.88	0.38	2.98	0.11	2.92
13.	The way students answer question that are asked on the instructional materials	3.00	0.28	2.29	0.13	3.00
14.	Based on the ease with which students understand the lesson	2.59	0.46	2.76	0.15	2.68
15.	Based on the aggregate of students reaction on the instructional materials	2.88	0.28	3.09	0.11	2.99
	<b>Cluster Mean</b>	<b>2.82</b>		<b>3.00</b>		<b>2.91</b>

**THE INFLUENCE OF TEACHERS' QUALIFICATION ON ACADEMIC PERFORMANCE OF .....**

The result of the data analysis presented in the table 3 shows that teachers determine the success or failure of their instructional materials by the degree of students participation in their lessons, the number of questions ask on the instructional materials, the number of the questions based on the instructional materials which students are able to answer ,the ease with which student understand the lesson and the students reactions on the instructional materials. Thus ,student participation on the lesson has mean 2.76(SD,0.48) for the principals ,mean 3.18.(SD,0.26) for the teachers and a grand mean of 2.97. student questions on the instructional materials have mean 2.88(SD,0.38) for the principals, mean 2.96,(SD, 0.11), for the teachers questions based on the instructional materials have mean 3.00,(sd,0.28) the ease with which student understand the lesson has mean 2.59,(SD,0.46) for the principals, mean 2.76 (SD,0.15) for the teachers and a grand mean of 2.68. student general reaction on the lesson has mean 2.88,(SD,0.28) for principal, mean 3.09 (SD,0.11) for teachers and a grand mean of 2.99.the cluster means are 2.82 for principals 2.0 for teachers and a grand mean of 2.91.

**Research question four**

To what extent does teachers attitude influence their teaching of mathematics?

**Table 4: Results of data analyzed on how teachers attitude influence their teaching of mathematics.**

S/N	Cluster D: how does teaches attitude affect school pupil.	XP	SDP	Xt	SDt	X
	In the school the attitude of the teaches affect teaching and learning these are:					
16	Non-chanlant behaviour of the teacher towards instructional material	2.51	0.34	2.86	0.13	2.69
17	Government does not give teaches money to improvise the common ones	3.50	0.13	3.96	0.10	3.71
18	The teacher care less because no availability of instructional materials	2.96	0.34	2.85	0.41	2.81
19	The instructional materials are kept out of teacher's reach for safety reasons	2.51	0.34	2.86	0.13	2.60
20	There is no regular incentives for teachers	3.80	0.14	3.92	0.16	2.86

The results of data analysis presented in table 4 shows that non-chanlant behavior of the teacher towards instructional materials, government does not give teachers money to improvise the common ones, the teachers care less because no availability of instructional materials, the instructional materials: are kept out of teachers reach for safety reasons and there is no regular incentives for teachers. Non-chanlant behavior of the teacher towards instructional materials has mean 2.51, (SD, 0.34) for principals, mean 2.86, (SD, 0.13) for teachers and a grand mean 2.86, (SD, 0.13) for teachers and a grand mean of 2.69. government does not give incentives to teachers, to improvise the common ones has mean 2.99 (SD, 0.11) for the principals, mean 2.98, (SD, 0.12) for the principals, mean 2.98, (SD, 0.12) for the teachers and a grand mean of 2.9°. the teachers careless because of no availability of



instructional materials has mean (2.76, SD, 0.34) for principals, mean 2,85, (SD, 0.41) for the teachers money for improvisation ha mean 3.50, (SD, 0.13), for principal^, mean 3.96, (SD, 0.10) for teachers and a grand mean of 3.73. There is no regular incentives for teachers has a mean 3.86. the cluster mean values are 3.11 for principals, means of 3.32 for teachers and a grand mean of 3.22.

### Hypotheses One

There is no significant difference in the mean rating scores of principal and teachers regularity in the impact of teachers qualification in the use of instructional materials in teaching mathematics  $p < 0.05$ .

**Table 5 results of data analyzed on teacher's regularity in using instructional materials to teach mathematics**

Sources	N	X	(n-1)SD <sup>2</sup>	Df	P	t-cal	t-crit	Decision
Principals	80	2.65	9.13	^180	<0.05	3.05	2.00	Reject H0
Teachers	102	2.87	32.81					

The results of data analysis presented in table 3.5 show that there is a significant difference in the mean rating scores of principals and teachers on teacher's level of qualification in teaching mathematics. That is, teachers are saying they are more regular in using instructional materials. The mean for the 80 principals is 2.65 with the sum of squares of 9.13. the mean for the 120 teachers is 2.87 with a sum of squares of 32.81. the degree of freedom is 180. The probability level is 0.05. Calculated t is 3.05 while the critical t is 2 00. the null hypotheses was rejected.

### Hypotheses Two

There is no significant difference in the mean rating scores of principal and teachers on the problems that militate against teacher's use of instructional materials to teach government  $p < 0.05$ .

**Table 6: result of data analyzed on the carelessness of teacher's on instructional materials**

Sources	N	X	(n-1)SD <sup>2</sup>	Df	P	t-cal	t-crit	Decision
Principals	80	3.11	9.13	180	<0.05	2.56	2.00	Reject HO
Teachers	120	3.32	32.81					

The results of data analysis presented in table 6 shows that there is a significant difference in the mean rating scores of principals and teachers on the non-chanlant attitude of teachers in using instructional materials in teaching mathematics in secondary schools.

**THE INFLUENCE OF TEACHERS' QUALIFICATION ON ACADEMIC PERFORMANCE OF .....**

Though the mean rating score of both the teachers and the principals are above 2.50 (the mean of the 4-point modified likert scale used in designing the questionnaire) this t-test result is showing that the mean for teachers is significantly larger. Thus, the mean for the 80 principals is 3.11 with a sum of square of 22.19 while the mean for the 120 teachers is 3.22 with a sum of square of 32.81. The significance levels 0.05. The calculated t-value is 2.56 while the critical t-value is 2.00. The null hypothesis was rejected.

**Discussion of Results**

The purpose of research question one was to find out the regularity of teachers' use of instructional materials. To answer the question based on this purpose, five item statements relevant to the research question were included in the questionnaire to help get the responses of principals and teachers on the problem. The results of data analysis show that both the principals and the teachers agree that teachers that teach government use instructional materials regularly in teaching the subject, particularly when inspectors are being expected. They also use them when the school principals stress the importance of these materials to the teachers and students.

However, the researcher observed that while the principals say that the teachers do not use the instructional materials quite regularly the teachers say that they do. The principals' response here may have resulted from the fact that they have observed that the teachers use the instructional materials more when inspectors are being expected and when they (the principals) stress to the teachers why these should be used. But ordinarily teachers relax their use of them.

The discrepancy in the responses of the principals and the teachers is also reflected in the magnitude of the mean rating scores of the two groups. When subjected to a statistical test of significance using the t-test, the result showed a significance difference. What the magnitude of the two mean scores show is that while both the teachers and the principals agree that the teachers use instructional materials to teach government their use of them is not so consistent. This teacher's use of instructional materials to teach government is based on extrinsic rather than no intrinsic motivation. What this means is 'cat if the inspectors visits and the principals motivation are removed the graph of government teachers use of instruction material could sharply slam to zero.

Also from the results of the interview the researcher got the same results. That is teachers use instructional materials to teach out not consistently. Instructional materials, as part of educational combination technology, are indispensable in every lesson (Onyejemezi in Onwulca, 1987). In conclusion, the question as answered here is that both the teachers and the principals and the principals agree that teachers use instructional materials to teach but the consistency of their use is yet to be determined.

The second purposes of this research was to find out what determines teachers use of particular instructional materials to teach, to answer the research question based on this purpose, five item statements were also included in the questionnaire to help to collect the needed responses. After data analysis the results showed that both the principals and the teachers agreed that the needs of the students, the lesson objectives, nature of the subjects (the topic being taught at that point in time), requirements of the education ordinance, and

the professional training influences on the teachers are the things that determine teachers use of particular instructional materials.

The needs of the students determine if instructional materials should be used and what type. In these needs are student's interests in learning, their ease of learning, the need for them to develop the habit of critical thinking, the need for them to have a positive change in behavior. The objectives of the lesson are the expected changes in behavior which the student should demonstrate to show they have learnt the lesson (National Teachers Institute,2004). The nature of the topic talks about if the topic is abstract or practical, while influence of teachers' professional training is the habit of using instructional materials to teach based on the teacher's professional training. Also the education law demands that teachers use instructional materials to teach.

From the results of the interview the principals stresses on the requirements of the education law as what makes the teachers to use instructional materials to teach while the teachers says it is the lesson objectives and the nature of the topic. Whatever may be the case teachers should use instructional materials to teach every lesson for their own good and that of the students (Farrant, 1972).

The third purpose of this research was to find out how teachers get feedback on success or failure of their use of instructional materials in their lesson. To answer the research question that follows from it five were included in the questionnaire to collect the needed responses. Two statements were also included in the interview schedule to help collect further data to give credence ihe questionnaire data. The results of data analysis presented in chapter four table 3 show that the degree of students participation in their lessons, the number of questions students ask on the instructional materials, the number of questions based on the instructional materials which the students understand the lesson and the general reaction of students on the lesson are the various ways by which the teachers get the feedback they require on the lesson are the various ways by which the teachers get the feedback they require on the success of the lesson delivered and the instructional materials used to deliver them. Student's active participation in a lesson is one of the sure signs that they are learning the lesson. Froebel in Eze (1988) confirmed this where he said that the use of instructional materials in a lesson makes children to .learn faster and achieve self-activity and self-realization. On the number of questions asked and answered on the instructional materials, it is clear that a student's answers a question correctly when he understand what is asked him and asks a question to be clarified on a matter he does not understand. These two, are good feedback sources on the events of a lesson. In a similar way, the ease with which the students understand a lesson shows that the lesson has been well presented.

Presentation of a lesson involves both the teacher's acts and the use of the materials prepared for the lesson. The proper co-ordination of the lesson plan and the proper presentational of the lesson all show themselves in the general reactions of the source and the results got from the questionnaire are the same though that of the interview was elaborated by the teachers.

Research questions four sought to find out the problems that militate against teacher's use of instructional materials in their lessons are many. These include: the materials are kept away where they are not easily within the reach of the teachers, many of them are obsolete;

many others are irrelevant; government does not give teachers money to improvise instructional materials, and the general problem of irregular power supply.

### **Conclusion**

Based on this study the following conclusions were drawn.

1. Teachers use instructional materials to teach but not so regularly. The visits of school inspectors and the principal's coercion make it look as though the teachers use them regularly.
2. The needs of the students, the lesson objectives, and the nature of the topic, the education law requirements and the teacher's professional training make them to use instructional materials to teach.
3. The reactions of the students to the lesson and the instructional materials give teachers ideas of success or failure of the instructional- materials used in the lesson.
4. Obsolete and irrelevant materials, keeping the materials out of teachers reach; lack of money for improvisation of materials, and the irregularity of power supply are the problems that militate against the use of instructional, materials in teaching government.

### **Implications for Counselling and Education**

This study has some implications to our educational system. In the first place, that teachers use instructional materials to teach only when inspectors are expected and when the principals coerce them to do so mean that left on their own teachers that teach government will hardly use any instructional materials to teach. This means that the standard of teaching and learning will remain stagnated or even drawn back. Because students will find it difficult to learn. It equally means that the ease of learning, which we are trying to achieve, will be a mere fight in futility. What will follow when students do not learn with ease is effort directed towards all cooked avenues of examination malpractice. This is exactly what is happening now. Seeing obsolete or irrelevant and poorly prepared instructional materials in schools today means that government is not living up to her expectations in the provision of instructional materials in schools. The meaning of this is that all the money which government budgets for education are not properly channeled. The implication of the "status quo" in instructional materials provision is a decline or stagnation rather than growth of the education system. Principals keeping the available instructional away for safety reasons mean that our secondary schools are not secure. The government should try to secure the schools and everything in them so that materials left in the schools at dismissal will remain where they were kept the previous day. Otherwise there will be no need bringing in new items into them and following this is non-use of recent instructional materials while teaching.

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