



Teachers' Utilization of Instructional Material for Effective Teaching in Primary Schools in Yola North Local Government Area of Adamawa State, Nigeria

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ABSTRACT

The effective teaching of primary school students is greatly impacted by the use of instructional materials. This research aims to investigate how teachers utilize these materials to enhance teaching effectiveness in primary schools, specifically within Yola-North Local Government Area of Adamawa State. To guide this study, four research objectives and four research questions have been formulated. The focus is on analyzing teachers' use of instructional materials for effective teaching in primary education. The geographical scope of the study is confined to Yola-North Local Government Area of Adamawa State. A survey research design was employed for this investigation. The study population consists of all primary school teachers in Yola-North Local Government Area. A sample of 250 teachers was selected from ten primary schools within this area. The researchers utilized a stratified simple random sampling technique to choose 200 respondents for the study. Data collection was conducted using a questionnaire developed by the researchers, titled "Teachers' Utilization of Instructional Material for Effective Teaching in Primary Schools Opinion Questionnaire." This questionnaire included 21 closed-ended items based on a modified 4-point Likert scale. The researchers administered the questionnaire to the entire sampled population in the selected schools. The mean score method was employed for data analysis to address the research questions. The findings indicate that while instructional materials are crucial for effective teaching in primary schools, the actual utilization of these materials by teachers is only moderate. This moderate level of utilization is attributed to various challenges that hinder teachers' effective use of instructional materials. Addressing these challenges is essential for improving the utilization of instructional materials in primary education. With respect to the findings of this study, the following recommendations are proffered; Government should supply instructional materials and finance schools to improvise unavailable instructional materials and teachers should always try their best to make use of available instructional materials where necessary to make their lessons more concrete and interesting to the pupils

KEYWORDS: Teachers, Utilization, Instructional Material Effective Teaching and Primary Schools

Introduction

Primary education serves as a crucial and indispensable mechanism for each student to establish a robust educational base, which in turn fosters societal advancement and development. Globally, parents, stakeholders, and both governmental and non-governmental organizations regard investment in primary education as essential for ensuring a brighter future for students and the nation as a whole, while also enhancing the quality of inputs for subsequent educational levels, particularly secondary education. This emphasis on primary education is due to its role in generating the necessary quantity and quality of students who will transition to secondary education. It is widely recognized that primary schooling lays the groundwork for further academic pursuits (Federal Government of Nigeria, 2013).

In Nigeria, there is an expectation for primary schools to operate effectively and yield productive outcomes. For teaching to be impactful, it is essential to have exemplary educators (Lacina & Block, 2011) who stand out in their profession. It is posited that effective teaching is also linked to reflective practices (Nolan and Hoover, 2008; Delvin, Kift & Nelson, 2012). Conversely, some argue that effective teaching is contingent upon teachers being well-versed in the foundational aspects of education. T

The philosophy of education plays a pivotal role in teaching practices. In this context, Kagan (1990) proposed that understanding the teacher's background can lead to insights into how effective educators are developed. Familiarity with effective pedagogical strategies and instructional resources is critical in defining the characteristics of effective teaching. Adesola et al. (2022) characterize instructional materials as any animate or inanimate resources, including both human and non-human elements that educators may utilize during the teaching and learning process. Olatunde-Aiyedun (2021, as cited in

Ajemba et al., 2021) identifies instructional materials as encompassing modern textbooks, rulers, charts, computers, shapes, projectors, graph sheets, and locally sourced materials.

Instructional materials have a long-standing history, originating with the introduction of the slate as an adjunct to textbooks and teaching methods (Azi & Dajan, 2022). This development eventually led to the creation of the chalkboard and a multitude of other instructional resources that are prevalent in educational settings today. Additionally, locally sourced tools, including improvised items such as stones and sticks, play a significant role in facilitating the teaching and learning process (Chukwunazo et al., 2022; Effiong & Igiri, 2015). Matazu (2022) further identifies various forms of instructional materials, including prints, textbooks, magazines, newspapers, slides, photographs, and audiovisual equipment.

Bella (2021) emphasizes that the incorporation of instructional materials by educators is crucial for unlocking the full learning potential of students, thereby facilitating the transfer of knowledge from teachers to learners. Similarly, Oppong (2021) posits that the use of these materials is instrumental in promoting effective teaching practices. Nevertheless, a comprehensive examination of the primary education system in Nigeria, particularly in Yola-North Local Government Area, reveals significant inefficiencies in the teaching and learning processes. A lack of material resources is a contributing factor to ineffective teaching in primary schools. Chingos & West (2010) assert that the quality of learning materials, such as textbooks, is vital for enhancing instructional effectiveness. Consequently, the effective teaching of primary school students is greatly influenced by the appropriate use of instructional materials, which can include textbooks, workbooks, digital resources, manipulative, and visual aids.

The strategic application of these resources enriches learning experiences, promotes student engagement, and leads to improved educational outcomes. It is against this backdrop that this study is designed to examine teachers' utilization of instructional material for effective teaching in Primary schools with particular reference to Yola-North Local Government Area of Adamawa State.

Objectives of the study

The main objective of the study is to examine teachers' utilization of instructional material for effective teaching in Primary schools with particular reference to Yola-North Local Government Area of Adamawa State. Specifically, the study is designed to:

1. Assess the importance of using instructional materials for effective teaching in primary schools in Yola-North Local Government Area of Adamawa State.
2. Examine the extents of teacher's utilization of instructional materials for effective teaching in primary schools in Yola-North Local Government Area of Adamawa State.
3. Examine the factors affecting teacher's utilization of instructional materials for effective teaching in primary schools in Yola-North Local Government Area of Adamawa State.
4. Determine the strategies for improving teacher's utilization of instructional materials for effective teaching in primary schools in Yola-North Local Government Area of Adamawa State

Research Questions

Three research questions were raised to guide the study. These research question are:

1. What are the importance of using instructional materials for effective teaching in primary schools in Yola-North Local Government Area of Adamawa State?
2. What is the extent of teacher's utilization of instructional materials for effective teaching in primary schools in Yola-North Local Government Area of Adamawa State?
3. What are the factors affecting teacher's utilization of instructional materials for effective teaching in primary schools in Yola-North Local Government Area of Adamawa State?
4. What are the strategies for improving teacher's utilization of instructional materials for effective teaching in primary schools in Yola-North Local Government Area of Adamawa State?

Scope of the Study

This research investigates the ways in which teachers utilize instructional materials to enhance teaching effectiveness in primary schools. The geographical focus of the study is confined to the Yola-North Local Government Area in Adamawa State.

Significance of the Study

The findings of this study hold considerable importance for teachers, school administrators, policymakers, and other stakeholders in primary education. The insights and recommendations derived from this research are expected to encourage the integration of instructional materials within educational settings. Additionally, the study aims to foster professional development among teachers regarding the effective use of instructional materials.

Furthermore, the recommendations provided will assist in the planning, improvisation, and application of instructional materials aligned with learning content and objectives, as well as in capacity building, funding, and the establishment of a policy framework for the adoption of instructional materials in schools to facilitate effective teaching. The outcomes of this study will also serve as a valuable reminder for head teachers to motivate educators to consistently incorporate instructional materials in their lessons, thereby enhancing the permanence of student learning.

REVIEW OF RELATED LITERATURE

Concept of Effective Teaching

The concept of effective teaching is often regarded as enigmatic by various scholars (Goldhaber, 2002). Defining effective teaching poses challenges, yet it is widely acknowledged that it plays a crucial role in improving student achievement (Hande, Kamath & D'Souza, 2014). Lorin (2004) posited that effective teaching yields observable results in both the cognitive and emotional development of students, making it a vital aspect of the teaching profession. It is emphasized that effective teaching encompasses more than merely delivering content; it also involves the emotional processes associated with learning, the integration and application of new knowledge, and the social interactions that occur between individuals and their environments (Illeris, 2002).

Concept of Instructional Materials

Instructional materials are resources utilized to enhance the teaching and learning process. They enable educators to convey ideas or concepts effectively, engaging multiple senses simultaneously (Munchi, 2012 cited in Saleh, Muhammad and Dauda, 2021). According to Buseri & Dorgu (2011), instructional materials encompass the provision or creation of essential learning resources necessary for effective teaching within the educational system. These materials facilitate the transfer of information from one individual to another. Similarly, Uzuegbu, Mbadiwe, and Anunobi (2013) describe instructional materials as any tools that assist instructors in lesson preparation, delivery, and in promoting students' understanding of the subject matter. These can include commercially available items or those improvised by educators to make abstract concepts more tangible and applicable for learners (Iwu, Ijeoma, Onoja, and Nzewuihe, 2011).

Importance of Instructional Materials for Effective Teaching in Primary Schools

The significance of instructional materials in ensuring effective teaching within primary schools is paramount. Their utilization is essential for fostering meaningful behavioral changes in students (Jimoh, 2011 cited in Saleh, Muhammad and Dauda, 2021). Adekunle (2012) emphasized that when students are allowed to engage with content through multiple senses, their learning becomes more efficient and accessible. In summary, the benefits of incorporating instructional materials in the classroom, as noted by Nwanyanwu (2014 cited in Saleh, Muhammad and Dauda, 2021), include:

- a. Instructional materials make the subject matter more tangible.
- b. Instructional materials clarify complex concepts.
- c. Instructional materials enable learners to engage with the content actively.
- d. Instructional materials stimulate the imagination of students.
- e. Instructional materials help to eliminate misconceptions.
- f. Instructional materials helps in making learning interesting

Teachers' Use of Instructional Materials for Effective Teaching in Primary Schools

In the context of modern education, reliance solely on oral instruction is insufficient for effective pedagogy. Consequently, it is imperative for teachers to incorporate instructional materials to provide a solid foundation for conceptual understanding and to minimize unproductive verbal responses from students (Kaufman et al., 2020). As highlighted in their research on the effective use of instructional materials, Asamoah and Amo (2021) discovered that educators tend to select instructional resources based on the characteristics of their students, the subject matter, and the specific objectives of the lesson.

Factors affecting Teachers' Utilization of Instructional Materials in Teaching

Numerous factors affect the effective utilization of instructional materials by teachers in primary schools today. Mupa and Chinooneka (2015) identified several challenges contributing to ineffective teaching and learning, including insufficient time allocated for work, inadequate time management skills to cover the curriculum, lack of government funding for instructional materials, large class sizes, and insufficient training for teachers.

Usman (2016) emphasized that financial resources play a crucial role in either facilitating or hindering the availability and use of instructional resources. Additional challenges include limited access to quality instructional materials due to budgetary constraints, teachers' difficulties in integrating new technologies or methodologies into their teaching practices, and some educators' reluctance to embrace innovative instructional strategies or technologies due to their comfort with traditional approaches (Darling-Hammond et al., 2017).

Strategies to improve teachers' Utilization of Instructional Materials for Effective Teaching

To enhance the effectiveness of teachers' use of instructional materials in primary education, several strategies should be taken into account: ensuring that instructional materials are aligned with Learning Objectives, adapting the use of these materials to accommodate the diverse needs of students within

the classroom (Tomlinson, 2014), promoting student engagement with instructional materials through collaborative discussions or practical projects, and regularly evaluating the effectiveness of the instructional materials through student feedback and performance metrics to confirm their alignment with educational goals (Ertmer & Ottenbreit-Leftwich, 2010; Marzano et al., 2003).

RESEARCH METHODOLOGY

Design of the Study

The study was conducted in Yola-North Local Government of Adamawa State. The study adopted and make use of survey research design.

Population, Population Sample and Sampling Techniques

The population of the study comprises of all primary school teachers in Yola-North Local Government of Adamawa State. The researchers selected a sample of 250 teachers in ten selected primary schools in Yola-North Local Government of Adamawa State. The researchers adopted the stratified simple random sampling technique to select the 200 respondents for the study.

Instrument for Data Collection

The instrument used for data collection in the study is a questionnaire designed by the researchers and tagged “teachers’ utilization of instructional material for effective teaching in Primary schools Opinion Questionnaire”. The questionnaire contained 21 closed ended items constructed using the modified 4-point Likert scale. The instrument was administered to all sampled population in the sampled schools in the study area by the researchers.

Validity and Reliability of the Instrument

The instrument to be used for the study was given to two experts in curriculum studies to determine the content and construct validity. The questionnaire was trial-tested in a pilot study Yola-South Local Government Area, which is not part of the sampled area of the study but possessed similar characteristics with the study area. The reliability of the instrument was determined through Cronbach Alpha reliability procedure and an Alpha coefficient of 0.78 was obtained.

Method of Data Analysis

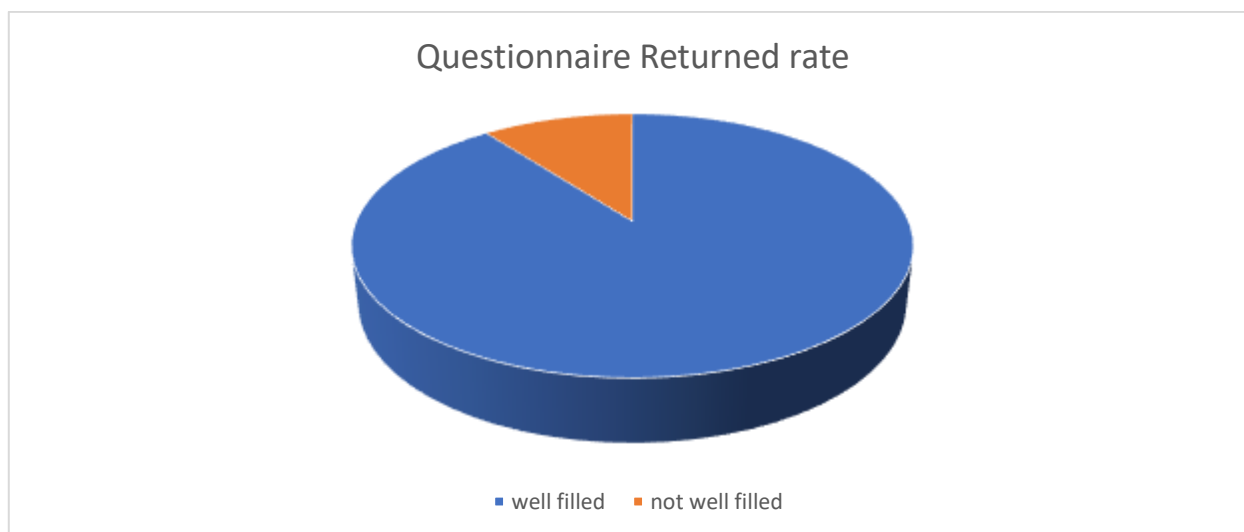
The mean score method of data analysis was used to answer the research questions. The decision rule was estimated at 2.50 which indicates that an item is accepted if the calculated mean score is equals to or greater than 2.50 while an item is rejected if the calculated mean score is less than 2.50.

RESULT AND DISCUSSION

Questionnaire Return Rate

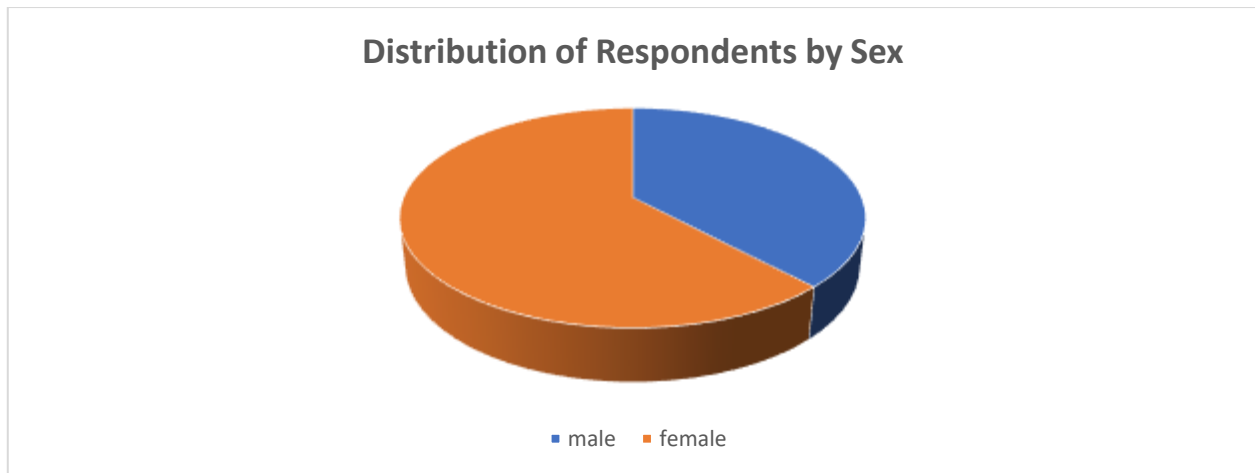
The data on questionnaire return rate is presented in Figure one below:

Figure One: Questionnaire Return Rate



From the information in figure one, it is clear that out of the 250 questionnaire distributed for the study, only 224 questionnaire were returned and well filled which represent 89.6 percent while 26 (representing 10.4 percent) were either not returned or not well filled.

Figure 2: Distribution of Respondents by Sex



From the data in figure two, it is clear that out of the 224 respondents, 85 respondents (representing 37.9 percent) are male while 139 respondents (representing 62.1 percent).

ANSWERING THE RESEARCH QUESTIONS

Research Questions one: What are the importance of teachers' utilization of instructional materials in Primary Schools in Yola-North LGA of Adamawa State?

The data for answering research question one was analysed and the summary is presented in table one below:

Table 1: importance of teachers' utilization of instructional materials in Primary Schools

S/N	Items	n= 224	Mean	Decision
1	Teachers' utilization of instructional materials helps in Making the subject matter more real.		2.67	Agreed
2	Teachers' utilization of instructional materials helps in explicating difficult concepts.		2.71	Agreed
3	Teachers' utilization of instructional materials helps in making the learner experience what is being learnt.		2.62	Agreed
4	Teachers' utilization of instructional materials helps to fire the imagination of the learners.		2.59	Agreed
5	Teachers' utilization of instructional materials helps in preventing misconceptions.		2.91	Agreed
6	Teachers' utilization of instructional materials helps in making learning interesting		2.65	Agreed
GRAND MEAN			2.69	Agreed

Source: Survey 2024

From the summary of analysis in table one, it is clear that Teachers' utilization of instructional materials helps in making the subject matter more real, helps in explicating difficult concepts, helps in making the learner experience what is being learnt, helps to fire the imagination of the learners, helps in preventing misconceptions and helps in making learning interesting. This is supported with a calculated grand mean of **2.69**.

Research Question Two: What is the level of Teachers' Utilization of Instructional Materials for effective Teaching in Primary Schools in Yola-North LGA?

The data for answering research question two was analysed and the summary is presented in table two below:

Table 2: The level of Teachers' Utilization of Instructional Materials for effective Teaching in Primary Schools

S/N	Items	n= 224	Mean	Decision
1	the level of Teachers' Utilization of Audio materials		2.87	Moderate
2	the level of Teachers' Utilization of Visual materials		2.82	Moderate
3	the level of Teachers' Utilization of Audio-visual materials		2.59	Moderate
4	the level of Teachers' Utilization of Use of resource persons		2.78	Moderate

5	the level of Teachers' Utilization of Visitation to resource places	2.78	Moderate
GRAND MEAN		2.77	Moderate

Source: Survey 2024

From the analysis of responses in table two, it is clear that the level of Teachers' Utilization of Audio materials, Visual materials, Audio-visual materials, Use of resource persons, and Visitation to resource places is Moderate. This is supported with calculated grand mean of 2.77.

Research Question Three: What are the Challenges affecting Teachers' Utilization of Instructional Materials for effective Teaching in Primary schools in Yola-North LGA?

The data for answering research question three was analysed and the summary is presented in table three below:

Table 3: Challenges affecting Teachers' Utilization of Instructional Materials for effective Teaching in Primary schools

S/N	Items	n= 224	Mean	Decision
1	Lack of extra time at work,		2.59	Agreed
2	Poor time management skills to cover the curriculum,		2.73	Agreed
3	Lack of allocation of money by the government to purchase instructional materials		2.84	Agreed
4	Large number of pupils per class rooms,		2.72	Agreed
5	Low level of training		2.90	Agreed
6	Hesitation to adopt new instructional strategies		2.78	Agreed
GRAND MEAN			2.76	Agreed

Source: Survey 2024

From the summary of responses in table three it is clear that the Challenges affecting Teachers' Utilization of Instructional Materials for effective Teaching in Primary schools in Yola-North LGA are: Lack of extra time at work, Poor time management skills to cover the curriculum, Lack of allocation of money by the government to purchase instructional materials, Large number of pupils per class rooms, Low level of training and Hesitation to adopt new instructional strategies. This is supported with cumulated calculated mean scores of 2.76.

Research Question Four: What are the Strategies to improve teachers' Utilization of Instructional Materials for effective teaching in Primary Schools in Yola-North LGA?

The data for answering research question four was analysed and the summary is presented in table four below:

Table 4: the Strategies to improve teachers' Utilization of Instructional Materials for effective teaching in Primary Schools

S/N	Items	n= 224	Mean	Decision
1	Alignment of instructional materials with Learning Objectives,		2.75	Agreed
2	Teachers must adapt their use of materials to meet the varying needs of students within their classrooms		2.86	Agreed
3	Encouraging student interaction with instructional materials through group discussions or hands-on projects,		2.79	Agreed
4	Teachers should regularly assess the effectiveness of the instructional materials being used through student feedback and performance metrics to ensure they are meeting educational objectives.		2.64	Agreed
5	Teachers should improvise instructional materials when the instructional materials are not readily available		2.76	Agreed
GRAND MEAN			2.76	Agreed

Source: Survey 2024

From the analysis in table four, it is clear that the Strategies to improve teachers' Utilization of Instructional Materials for effective teaching in Primary Schools in Yola-North LGA are: Alignment of instructional materials with Learning Objectives, Teachers must adapt their use of materials to meet the varying needs of students within their classrooms, Encouraging student interaction with instructional materials through group discussions or hands-on projects, Teachers should regularly assess the effectiveness of the instructional materials being used through student feedback and performance metrics

to ensure they are meeting educational objectives, and Teachers should improvise instructional materials when the instructional materials are not readily available. This assertion is supported with calculated grand mean of 2.76.

Discussion of the findings

From the summary of analysis in table one, it is clear that Teachers' utilization of instructional materials helps in making the subject matter more real, helps in explicating difficult concepts, helps in making the learner experience what is being learnt, helps to fire the imagination of the learners, helps in preventing misconceptions and helps in making learning interesting. This finding agreed with the findings of Jimoh, (2011 cited in Saleh, Muhammad and Dauda, 2021), Adekunle (2012) and Nwanyanwu (2014 cited in Saleh, Muhammad and Dauda, 2021)

From the analysis of responses in table two, it is clear that the level of Teachers' Utilization of Audio materials, Visual materials, Audio-visual materials, Use of resource persons, and Visitation to resource places is Moderate. Finding agreed with the findings of Kaufman et al., (2020) and Asamoah and Amo (2021).

From the summary of responses in table three it is clear that the Challenges affecting Teachers' Utilization of Instructional Materials for effective Teaching in Primary schools in Yola-North LGA are: Lack of extra time at work, Poor time management skills to cover the curriculum, Lack of allocation of money by the government to purchase instructional materials, Large number of pupils per class rooms, Low level of training and Hesitation to adopt new instructional strategies. This finding agreed with the findings of Mupa and Chinooneka (2015), Usman (2016) and Darling-Hammond et al., (2017).

From the analysis in table four, it is clear that the Strategies to improve teachers' Utilization of Instructional Materials for effective teaching in Primary Schools in Yola-North LGA are: Alignment of instructional materials with Learning Objectives, Teachers must adapt their use of materials to meet the varying needs of students within their classrooms, Encouraging student interaction with instructional materials through group discussions or hands-on projects, Teachers should regularly assess the effectiveness of the instructional materials being used through student feedback and performance metrics to ensure they are meeting educational objectives, and Teachers should improvise instructional materials when the instructional materials are not readily available. This finding agreed with the findings of Tomlinson, (2014), Ertmer & Ottenbreit-Leftwich, (2010), and Marzano et al., (2003)

CONCLUSION AND RECOMMENDATIONS

In conclusion, while instructional materials play a crucial role in facilitating effective teaching in primary schools, the current utilization of these materials by teachers remains at a moderate level. This situation is largely attributed to various challenges that hinder the effective use of instructional materials in the teaching process. By addressing these challenges, it is possible to enhance and support the utilization of instructional materials, thereby improving the overall teaching effectiveness in primary education.

Based on the findings of this study, the following recommendations are proposed:

1. The government should ensure the provision of instructional materials and allocate funds to schools for the development of alternative resources, thereby making teaching and learning more accessible, practical, engaging, and enjoyable.
2. Parents are encouraged to collaborate with teachers in the provision and development of instructional materials to enhance instructional delivery in schools.
3. School administrators should promote the creation of instructional materials by students, teachers, parents, and the government to improve the teaching and learning experience and uphold academic standards.
4. School leaders should create a supportive environment that enables teachers to effectively utilize available instructional materials, fostering greater student participation and making learning more impactful.
5. Teachers are urged to consistently incorporate available instructional materials into their lessons to enhance engagement and make learning more tangible for students.
6. Educators should be motivated to seek out instructional materials that stimulate learners' senses, spark their interest, encourage active participation, and ultimately contribute to a more meaningful learning experience while promoting academic excellence.

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