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# Management of Instructional Resources for Effective Teaching and Learning in Secondary Schools in Bayelsa State

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## Abstract

The study examined management of instructional resources for effective teaching and learning in secondary schools in Bayelsa State. It adopted the descriptive survey research design with a population of 3215 secondary school teachers in Bayelsa State. The sample of the study consisted of 90 teachers from 9 schools, one school from each educational zone using simple random sampling techniques, 10 teachers were selected from each of the 9 selected schools in each of the 9 educational zone. The research instrument for data collection was a questionnaire titled Management of Instructional Resources for Effective Teaching and Learning in Secondary Schools Questionnaire (MIRETLSSQ) The instrument was validated by experts in measurement and evaluation and the reliability of the instrument was determined using test re-test method to obtain a reliability coefficient of 0.84 which was administered directly by the researchers and research assistances to the respondents in the selected schools and data collected was analyzed using mean scores. Results indicated that instructional materials are very important in lesson delivery and that there are problems associated with the provision and use of instructional materials in schools. It was therefore recommended among others that schools should budget for the provision of adequate instructional resources and supervise teachers for effective teaching and learning in secondary for effective service delivery.

**Keywords:** Effective Teaching and Learning, Instructional Resources, Management.

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## INTRODUCTION

Education is the process of acquiring knowledge, skills, values, beliefs, and habits by individuals to enable them function actively in the society. Education generally is the development of an individual through teaching and learning, interaction with members of the society with the aim of fitting properly into the society. Education frequently takes place under the guidance of educators in both

formal and informal setting. Any experience that has a formative effect on the way people think, feel, or act is considered educational.

Knowledge and skill which are needed for citizenship will not be learned properly unless they are systematically and effectively taught in school. Therefore, the core curriculum, the common learning experience required of all students as part of their general education must be well taught through the provision, management and use of instructional materials in schools (Seiter, 1990).

Instructional materials are very essential in the teaching-learning process and should be made available by the school authority and teachers to motivate learners. Matthew (2018), opined that motivation is to give someone the incentive to do something by exerting high level of effort towards achievement of set goals. Instructional materials offer the help that teachers need to perform their job effectively. In addition to the provision of these resources is the proper management of resources in secondary schools. Resources provided and used can be properly kept for further use but it is observed that resources are not always available for use by teachers due to poor management of instructional materials by school authorities and teachers.

Management is the process of achieving set goals through people. It is one of the most fundamental human activities necessary to ensure the perfect coordination of individual efforts and resources to achieve set objective (Matthew 2018). Instructional material management involves the process of recording, storing and easy access to available instructional aids by school authorities and teachers. The proper collection and management of instructional materials can enhance the teaching – learning process and eventually lead to students understanding of concepts. Managing instructional materials in school can be made easy by assigning teachers in the various subject areas to be in charge of recording, keeping, replacing and retrieving these aids from the assigned place in the library or store. This will help to ensure that instructional aid are provided and available for use in secondary school.

These collection of instructional materials include pictures, charts, living and non-living things or whatever a teacher may use in teaching and learning situations to help achieve desired learning objectives. Obiagwu and Ezeugo (2009) define instructional resources as all the materials, devices, equipment which a teacher adopts during the teaching-learning process to pass across information effectively to the learners, so that the learner receive, comprehend, retain and apply the knowledge acquired to realize the educational objectives.

Instructional materials aid students to be involved in a learning experience and make learning more exciting, interesting and interactive. They are tools used in instructional activities, which induce active learning and assessment. The term instructional aids encompasses all the materials and physical means an instructor might use to improve instruction and facilitate students' achievement of instructional objectives (Abdu-Raheem, 2014). Instructional materials can be called instructional resources, instructional aids, educational tools, teaching resources, teaching-learning resources, curriculum materials, educational media, education devices as may be used by different authors in various articles. They are resources which both the teacher and the students use for the purpose of ensuring effective teaching and learning. Instructional resources are objects brought into play to emphasize clarity or visualize instruction. This is to say that instructional resources are aids to effective teaching as they assist effectively in classroom by evoking in the students a clear image of what the teacher is teaching.

Eniyewu, (2005) asserted that instructional resources are collection of materials including animate and inanimate objects, human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired objectives. Instructional resources may aid a student in a learning experience so as to make learning more exciting, interesting and interactive. They are tools

used in instructional activities, which aids active teaching, learning and evaluation. In Ofoefuna (2008), instructional resources are aids that the teacher needs to incorporate into the teaching and learning process to help students benefit from the learning experience. In addition, Ajayi and Ayodele (2001) stated that learning of concepts and abstract ideas requires the use of appropriate instructional resources that will up-grade the learners experience and facilitate understanding. This means that whatever is called teaching aids, should be able to enhance the learner's knowledge and creativity. On the other hand, teachers are also at advantage with the use of teaching-learning resources as it makes teaching and learning more realistic. This is because over-verbalization and excessive use of words on the part of the teacher is reduced as the teacher uses the appropriate teaching aid for the lesson.

There are many types and classifications of instructional resources as there exist many scholars in the field of educational technology. Instructional resources can be classified based on the time it came into play, e.g. old media and new media. It may be classified on the bases of condition and utilization e.g. mediating media, obligation media, optional media and criterion media. It can also be classified on the bases of operational techniques e.g. projected resources, non-projected resources and transmitted resource. However, this study adopted the classification based on the senses which these materials appeal to e.g. visual resources, audio-resources and audio-visual resources which should be properly selected to suit each lesson presentation.

Prerequisites for the selection of instructional resources are technical quality, readability by students, completeness, accuracy, clarity, absence of gender stereotyping, ethnic bias, appropriateness to the content and presentation relative to the maturity and comprehension level of the students and relevance to the topic.

Obiagwu and Ezeugo (2009) opined that relevance, availability, cost and utility value of the materials be taken into consideration when selecting teaching aids. Obanya, (2004) suggested that objectives of the lesson, suitability, appropriateness, availability and cost- benefit analysis be considered. Based on the above notion, it can be suggested that the following be considered in the selection of instructional resources for teaching.

1. Objectives of the topic to be taught.
2. Availability of materials.
3. Appropriateness to the topics.
4. Relevance to the topics.
5. Age of the learner.
6. Experience and ability of the learner.
7. Reliability and clarity.
8. Cost-benefit analysis.

Nevertheless, there are many problems hindering the effective use of teaching aids in school among which are:

1. Inadequate educational media which is an inhibiting factor to the adoption and application of aids in teaching and learning of concepts.
2. Poor attitude of teachers towards the use of teaching aids is a major problem as teacher find it difficult improvising or even bringing to the class and using available teaching aids when teaching.
3. Learner's poor academic background is another major problem which makes the teacher to go extra miles to impact the required learning experience in the child, even when materials are applied.

4. Poor funding on the part of government as most schools cannot afford procurement and maintenance of resources especially powered teaching resources such as educational television, computer system, video recorders etc.
5. Lack of educational resources centers, as these are not always accessible to the learners which hinders the objective of our educational system;
6. Lack of textbooks: Textbooks are inevitable and valuable educational resource material that should be used by all the teachers and students at all levels of educational system. Inadequate provision of textbooks by government and parents makes it difficult for teachers and students to equip themselves with more and current information in their various fields to impact or study and prepare for classes and examinations which hinders effective teaching and learning.
7. Ill-equipped libraries: Libraries as a department is very vital to the progress of any educational system, libraries are there to assist teachers and students have access to a variety of educational materials but when there are no materials for teachers and students it affects the system negatively.
8. Inadequate accommodation due to small classrooms size which are not able to accommodate the large number of student intake in schools hence, creating problem of congestion in addition to poor ventilation which hinders the use of teaching aids as many students find it difficult to access them in class.

#### **STATEMENT OF THE PROBLEM**

Education is very vital in the socio- economic development of any nation. For this reason, every nation tries to give the best education to its citizens by providing the necessary human and material resource for effective service delivery. Material such as instructional materials are very vital in the teaching-learning process and should be made accessible by the school authority and teachers to motivate active participation by learners. The unavailability of instructional resources coupled with poor management of available teaching aids is a problem affecting students understanding of concepts in many subjects as there is hardly any topic that does not require instructional materials for teaching and learning but instructional resources are not available in our schools leading to teachers inability to impact concepts that would have been easily impacted with the use of instructional material thus making learning abstract and ineffective. The resultant effect is observed in student's loss of interest in school activities hence avoiding classes and resorting to examinations mal-practice, mass failure, cultism, stealing, kidnapping, killing and other ill in the society. Stake holders in the education system are worried over the ugly situation. Thus, this study attempts to examine the management of instructional resources for effective teaching and learning in secondary school in Bayelsa State.

#### **PURPOSE OF THE STUDY**

The purpose of this study is to investigate the Management of Instructional Resources for effective Teaching and learning in Secondary Schools in Bayelsa State'. Specifically, the objectives of the study include:

1. To examine the problems associated with the provision of instructional resources teachers.
2. To ascertain the management of instructional materials in secondary schools
3. To investigate the impact of instructional resources on student's academic performance.

## Research Questions

The following research questions were formulated to guide the study.

1. What are the problems associated with the provision of instructional resources by teachers?
2. What are the reasons why instructional resources are not properly managed in secondary schools?
3. What is the impact of the use of instructional resources on student's academic performance?

## METHOD

The study adopted the descriptive survey research design with a population of 3215 secondary school teachers in Bayelsa State. The sample of the study consisted of 90 teachers from 9 schools, one school from each educational zone using simple random sampling techniques, 10 teachers were selected from each of the 9 selected schools in each of the zone. The research instrument for data collection was a questionnaire titled Management of Instructional Resources for Effective Teaching and Learning in Secondary Schools Questionnaire (MIRETLSSQ) The instrument was validated by experts in measurement and evaluation and the reliability of the instrument was determined using test-retest method to obtain a reliability coefficient of 0.84, the instrument was administered directly by the researchers and research assistances to the respondents in the selected schools and data collected was analyzed using mean values

## Results

**Research Questions 1:** What are the problems associated with the provision of instructional resources by teachers?

**Table 1** Mean of problems associated with the provision of instructional resources by teachers

S/N	ITEMS	Mean	Decision
1.	Schools do not encourage teachers to make instructional resources such as posters, charts, pictures and flash cards for teaching.	2.88	Agree
2.	Teachers do not have financial resources to make or get instructional materials for teaching.	2.82	Agree
3.	Instructional resources for teaching are not provided by schools.	2.72	Agree
4.	Many teachers have the resources to provide teaching aids but refuse to provide.	2.05	Disagree

The data presented in table 1 indicates that the respondent strongly agreed to question 1, 2 and 3 and disagree to 4. Schools do not encourage teachers to make instructional resources such as posters, charts, pictures and flash cards for teaching 2.88 Followed by teachers do not have financial resources to make or get instructional material for teaching 2.82 and that there are no instructional resources for teaching in schools 2.72 but disagree that many teachers have the resources to provide teaching aids but refuse to provide with 2.05. Therefore, it was agreed that there are problems associated with the provision of instructional aids in schools are that schools do not encourage teachers to make instructional resources such as posters, charts, pictures and flash cards for teaching, teachers do not have financial resources to make or get instructional materials for teaching and instructional resources for teaching are not provided by schools.

**Research Question 2:**

What are the reasons why instructional resources are not properly managed in secondary schools?

**Table 2** Mean of reasons instructional resources are not properly managed in secondary schools

S/N	ITEMS	Mean	Decision
5	Teachers are not supervised and encouraged to use teaching aids	2.80	Agree
6	Schools have centres or special rooms for storing available instructional aids	2.28	Disagree
7	Available instructional resources are not recorded	2.90	Agree
8	Instructional resources provided are not accounted for by teachers	3.08	Agree

The data presented in table 2 indicates that question 5, 7 and 8 were accepted because they have respective mean scores of 2.80, 2.90, 3.08 score which were above the criterion mean of 2.50 While question 6 with the mean score of 2.28 was rejected because the mean score was below the criterion mean of 2.50. The researcher therefore concludes that there are cogent reasons why instructional materials are not properly managed.

**Research Question 3:** What is the impact of the use of instructional resources on student's academic performance?

**Table 3:** Mean of the impart of instructional resources on students' academic performance

S/N	ITEMS	Mean	Decision
8	Students learn better when instructional resources are used in the class?	2.80	Accepted
9	Students can apply concepts better with the use of instructional resources.	2.71	Accepted
10	Students retain concepts better when taught with instructional resources.	3.04	Accepted
11	The use of instructional resources arouses the interest of student in learning concepts.	3.20	Accepted
12	The use of instructional materials help student to remember concepts easily.	3.52	Accepted
13	Students will develop the zeal to apply concepts learnt in various fields.	2.81	Accepted
14	Students will perform task better when instructional resources are used.	3.63	Accepted

The data presented in 3 indicates that question 8-14 was accepted because they have respective mean scores of 2.80, 2.71, 3.04, 3.20, 3.52, 2.81 and 3.63 which are above the criterion mean of 2.50. This implies that instructional resources have impact on academic performance of students.

**DISCUSSION OF FINDINGS**

Discussions are based in the various issues raised in the research questions. Research question one deals with the problems associated with the provision of instructional resources by teachers. From the questionnaire it was discovered that respondents agreed with question 1, 2 and 3 and disagreed with

question 4 this implies that the respondents are in agreement that there are problems associated with the provision of instructional resources by teachers.

For research question two which talks about the reasons why instructional resources are not properly managed for teaching. It was discovered that teachers find it difficult in making use of instructional resources in teaching of subjects because they are not supervised or encouraged.

It was also discovered that available instructional resources are not recorded hence teachers cannot identify appropriate available resource to use for various subjects and topics. In addition, instructional resources provided are not accounted for by teachers. Furthermore, lack of schools to provide resources centres or special rooms in schools to enable the teachers and students have access to resources is due to poor management of instructional resources in schools.

As it concerns research question three, which deal with the impact of the use of instructional resources on student's performance. All the respondents agreed on the questions, that instructional resources have great impact on the academic performance of students. It is noted that higher number of student remembers what they see faster than what they hear. It is observed that if instructional resources are made available for students in teaching and learning of subject, it will expose them to key concept and will also prepare them effectively for external examinations.

Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional resources are materials used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process. In the same vein, Obanya (2004) asserted that several studies carried out in some areas in Nigeria indicated that the results of Senior School Certificate Examinations was completely bad in nearly all subjects offered by the students. He stressed further that only about 10% of candidates 'meaningfully passed' the examination. Ajayi and Ayodele (2001) stressed the importance of availability of instructional materials to achieving effectiveness in educational delivery and supervision in the school system. Abdu-Raheem (2011) asserted that non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools. Eniyewu (2005) posited that it is very important to use instructional resources for instructional delivery to make students acquire more knowledge and to promote academic standard. Ahmed (2003) confirmed that in most secondary schools in Nigeria, teaching and learning take place under a most un-conducive environment without access to essential materials. Despite the fact that instructional resources are essential tools that can make learning practical and knowledge acquisition easier, they are not readily available in Nigerian secondary schools leading to low level of performance of learners in government examinations (Abdu-Raheem 2014). Abdu-Raheem (2014) encouraged teachers to improvise teaching aids because they enhance learners' full participation in the lesson, gives room for inquiry, problem-solving, discussion and clarification of issues and ideas among students and the teacher. Riveire (2006) noted that improvisation is a valuable teaching tool in lesson delivery.

#### **The Summary of the findings of this study are:**

The teachers are in agreement with all the items provided as problems associated with the provision of instructional resources by teachers accept on the item 4 which states that many teachers have the resources to provide teaching aids but refuse to provide.

On the issue why instructional resources are not properly managed for teaching, the respondents agreed with all the items except item 6 which state that schools have centres or special rooms for storing available instructional aids. All the respondents agreed on all the items provided on the impact of instructional resources on the academic performance of students.

## CONCLUSION

From our findings, it is understood that the impact of instructional resources in teaching secondary schools in Bayelsa State cannot be overemphasized. The essence of teaching is that the teachers and the students are able to communicate with themselves. The place of communication in the human society is obvious. It has also been found out that effective communication can no longer be possible with words alone. Therefore, instructional resources in teaching has the potential to provide as many solutions as these problems appear in educational practice. It becomes pertinent that all parties in teaching and learning should make continual efforts to resolve all the factors, problems and issues affecting the effective utilization of instructional materials and all hands must be on-deck in fighting against these factors as this will ensure that the usefulness of instructional materials are maximized and sustained for the achievement of set goals.

## RECOMMENDATION

This study recommends the following for the management of instructional resources:

1. Schools should budget for and provide adequate instructional resources for effective teaching and learning.
2. Secondary schools should create resource centres or special rooms for the storing of instructional resources which should be properly managed for easy access and use by teachers.
3. Teachers should be supervised and encouraged to use instructional resources for effective service delivery.

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