ASSESSMENT OF AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL MATERIALS FOR TEACHING ISLAMIC STUDIES IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

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DECLARATION

I declare that the work in this dissertation entitled "Assessment of availability and utilization of instructional materials for teaching Islamic studies in junior secondary schools in Kaduna State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University. Zaria. The information derived from the literature has been duly acknowledged in text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Maryam Ningi, MUHAMMED	**Signature**	**Date**

CERTIFICATION

This dissertation entitled "ASSESSMENT OF AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL MATERIALS FOR TEACHING ISLAMIC STUDIES IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA" by MARYAM NINGI MUHAMMED meets the regulations governing the award of the degree of Master in Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Dissertation is dedicated to my beloved parents Alh. Muhammad G. Aliyu (Majidadin Ningi) and Haj. Amina Muhammed

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ABSTRACT

The study focused on assessment of availability and utilization of instructional materials for teaching Islamic Studies in junior secondary schools in Kaduna state, Nigeria. It explored, the responses of male and female teachers on relevance of instructional materials; assessed the extent to which urban and rural teachers utilize instructional materials for teaching of Islamic studies and the responses of urban and rural teachers on obstacles to effective utilization of instructional materials in teaching of Islamic Studies in junior secondary schools in Kaduna State. Literature was reviewed in line with the objectives, research questions and hypotheses in the study. Descriptive survey was utilized. Out of the total population of five thousand six hundred and eight-three (5,683) Junior Secondary School teachers in Kaduna State, a sample of one hundred and eighty- three (183) Islamic studies teachers were drawn, through the use of purposive and quota sampling technique. The researcher used instrument titled "Assessment of Availability and Utilization of Instructional Materials for teaching Islamic Studies questionnaire for collecting data. The data collected were descriptively analyzed using mean and standard deviation, while the hypotheses were tested using t-test statistical tool. All the four (4) null hypotheses developed for the study were rejected at 0.05 level of significance. The finding revealed that, Significant difference was found between the responses of male and female teachers on instructional materials available for teaching of Islamic studies in junior secondary schools, Kaduna state; There was no significant difference between the responses of urban and rural teachers on utilization of instructional materials for teaching Islamic Studies in junior secondary schools, Kaduna state; Significant difference did not exist between the responses of urban and rural teachers on relevance of instructional materials in teaching of Islamic Studies in junior secondary schools, Kaduna state; and Significant difference was not found between the responses of male and female teachers on obstacles faced in utilization of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna state. The study recommended among others that, the state ministry of education should provide junior secondary schools in Kaduna state with more modern instructional materials such as overhead projectors, film strips, videos and enough computers in order to promote quality teaching and learning in JSS, there is urgent need for government and other stakeholders in education to organise regular workshops/seminars for Islamic Studies teachers and principals on the importance and current developments and progress in the utilization of instructional materials and resources in Islamic studies teaching in the junior secondary schools.

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LIST OF ABBREVIATIONS

ABU:	Ahmadu Bello University
ERC:	Education Resource Centre
JSSCE:	Junior Secondary School Certification Examination
MDGs:	Millennium Development Goals
NCE:	Nigeria Certificate in Education
NCCE:	National Commission for Colleges of Education
NECO:	National Examination Council
NERDC:	Nigeria Educational Research Development Council
NNTEP:	Northern Nigeria Teacher Education Project
PBLS:	Problem-Based Instructional Strategy
PBUH:	Peace Be Upon Him
SAW.	Salallahu Alaihi Wa Salam.
UBE:	Universal Basic Education
USA:	United States of America
UNESCO:	United Nation Education, Scientific and Cultural Organisation

OPERATIONAL DEFINITION OF TERMS

Assessment: Analysis of availability and utilization of instructional materials used in teaching of Islamic Studies.

Availability: It refers to sufficient quantity of instructional materials for teaching of Islamic Studies in Junior Secondary Schools.

Utilization: The sum total of all instructional materials used directly or indirectly for the purpose of educational training to facilitate or encourage the acquisition of knowledge and skill in Islamic Studies.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

In Nigeria, the government pronouncement and activities is geared towards encouraging secondary school students to study abound. Towards this development, the Nigeria Educational Research and Development Council (NERDC) was mandated to develop Islamic studies curricula for use in Junior Secondary education and indeed all levels of educational system in Nigeria. In line with government declaration for Universal Basic Education Programme. The NERDC was directed by the National Council on Education (NCE) to re-structure and re-align the existing Junior secondary school subjects curriculum to meet the target of the Nine (9) year Basic Education which seeks to achieve the Millennium Development Goals (MDG) now Sustainable Development Goals (SDGs) (Mundi, 2008; National Teachers Institute Kaduna-Nigeria, 2012; Nwafor & Eze, 2014) The curriculum reflects depth, appropriateness, and interrelatedness of the Islamic studies curricula contents. Since the curricula represents the total experience to which learners must be exposed, the contents, performance objectives, activities and instructional materials were provided. Instructional materials refer to materials that are used to facilitate teaching and learning. It enables the teacher communicate ideas or concepts with ease as they appeal to many senses at a time (Mundi, 2008; Nwafor & Eze, 2014).The learner can see, touch, smell or taste thereby making learning more meaningful. This agrees with the Chinese proverb that states: I hear – I forget, I see – I remember, I do – I understand.

Moreover, education impacts skills, attitudes, belief, ability to reason, knowledge and any other form which enables one to adjust and interact effectively with other individuals. Through the acquisition of skills, it enables an individual and the group to proceed to the actualization of the individuals' destiny. Indeed, instructional material improves students

skills, ability to reason and make informed decision about what is going on in the global village (Mmari, 2008).

The influence of instructional materials in promoting students academic performance and at promoting teaching and learning in an educational system is indisputable. The teaching of Islamic studies in Nigerian secondary schools needs to be properly handled. The materials used by teachers to teach and drive home their subject points at the secondary school levels of Nigerian education system is incontrovertibly a paramount important issue in practical classroom interaction and successful transfer of knowledge from the teacher to the learners. Instructional materials are materials which assist teachers to make their lessons explicit to learners. They are also used to transmit information, ideas and notes to learners (Ijaduola, 2007).

Instructional materials include both visual and audiovisual aids such as pictures, flashcards, posters, charts, tape recorder, radio, video, television, computers among others. These materials serve as supplement to the normal processes of instruction. The origin of instructional materials in Islam could be traced to the time of Prophet Muhammad (Salallahu Alaihi Wa Salam) and the early mission of Islam. The available learning resources during this period are: the scribes, flat bones, leaves of date - pall and bark of trees (Tijani, 2007; Ahmad, 2013 & Yusuf, 2013). As soon as a passage of the Holy Qur'an revealed, Prophet Muhammad (S.A.W) would memorize it and then communicate it to his companions who would do the same. At the same time, he would dictate the revelation to some of his scribes who would write it down on these available materials. This way all the portions of the Qur'an that were revealed were written down and put together in one place (Tijani, 2009). These served as the electronic or mechanical means of arresting, processing or restructuring visual or verbal information then. This is why the educational technologists traced the history of technology to this period which they referred to as stone-age (Adigun,

2007 & Mandama, 2007).The stones were used as matches, flat bones, stones, date-palm, leather and bark of trees formed the earliest instructional materials for study and memorization of the Qur'an then instead of lap-tops, computers, radio, projected media which are currently available in the 21st century. After the death of Prophet Muhammad (S.A.W), there was advancement in the availability of writing material and therefore, during the Khulafau Rashidun it was possible to put the word of Allah (Qur'an) into a book form compilation (Bidmos, 2008).

Presently, there are different resources from the afore-mentioned resources for teaching and learning of Islamic Studies in junior secondary schools, the choice of resources to be used depends on the topic in question. In junior secondary school Islamic Studies currcular, some of the themes from which different topics could be derived include: Tawhid, Fiqh, Tahdhib, Sirah or Tarikh and Hidayah (Kareem, 2002 in Mandama, 2007). Islamic studies curricular at junior secondary school in Nigeria is designed to enable the learners develop interest in their religion (Islam) , acquire basic knowledge and skills in act of Ibada (Worship), and also apply their knowledge and skills in worship of Allah as it is revealed in the holy book(Al-qur'an). If these objectives will be achieved, then efforts should be made to provide adequate instructional materials to Nigeria Junior secondary schools in teaching of Islamic studies and to encourage its effective use. According to Okobia (2011) the Nigerian male and female teachers operate from a deficient environment where teaching and learning is seriously impoverished particularly in the rural set up. And even in the urban areas only few schools are connected to the national grid while virtually all the rural schools do not have access to instructional materials. Male and female Islamic Studies teachers in urban areas are those that teach in schools located within urban areas characterized by many amenities like big markets, television, networks, pipe-borne water, road networks, hospitals, companies, and

banks. Those in rural areas teach in school located within the area where many amenities are lacking (Nwabunwanne, 2009).

Despite the emphasis placed on the usefulness of instructional materials in teaching and learning process, most students still find it difficult to cope with the study of Islamic studies in schools. This may have resulted from lack of or underutilization of instructional materials by teachers. The main focus of this study is to ascertaining the availability and utilization of instructional materials for teaching Islamic studies in junior secondary schools in Kaduna State.

1.2 Statement of the Problem

Effective instruction in Islamic studies depends on the availability and utilization of relevant instructional resources and the skill of the teacher. This is because instructional resources facilitate the understanding of difficult concepts, themes and topics in Islamic studies. More so, the resources make it easier for learners to follow, understand and retain content of the lesson (Abdullahi, 2014). Moreover, the use of instructional materials has a lot of importance on teaching and learning process. The teachers' level of resourcefulness, creativity, and imagination is credited to the achievement of quality education. These are expressed in how well the teacher is able to perceive, create and use the relevant information that can enhance and promote effective teaching and learning activities. The argument above implies that failure to provide instructional resources may impact on meaningful teaching and learning of Islamic studies. Islamic studies teacher needs to select and use a wide variety of instructional resources when teaching to take care of individual differences in class. This is because the resources make the entire teaching and learning processes complete and functional.

However, the provision of instructional materials for teaching Islamic studies has received little attention. Many schools are not able to provide a variety of instructional

resources needed for Islamic studies teaching. Most a times, the available instructional materials in some of these schools include: chalk, chalkboard, pictures, maps and textbooks that are obsolete and as well irrelevant for teaching of Islamic studies (Yusuf, 2013). More so, in some schools where these instructional materials are available, utilization becomes a problem, due to inability and inadequate time to apply them in teaching, irrelevance to subject matter and many more. Moreover, most teachers fail to utilize instructional materials because they do not know their benefits in promoting teaching and learning, while to others, it is due to laziness, poor attitudes and negligence of the teachers. Also, availability and utilization of these instructional materials are sometimes obstructed by inadequate fund, government attitudes towards teaching and learning, poor supervision of teachers, among others. Nonetheless, little or none has been done on Islamic studies in junior secondary schools in Kaduna state. This existing gap in research has prompted this study. Against this backdrop, this study assessed the availability and utilization of instructional materials for teaching Islamic studies in junior secondary schools in Kaduna state.

1.3 Objectives of the Study

The objectives of this study are to:

1. assess the responses of male and female teachers on availability of instructional materials for teaching of Islamic studies in junior secondary schools, Kaduna State;
2. determine the extent to which urban and rural teachers utilize instructional materials for teaching of Islamic studies in junior secondary schools, Kaduna State;
3. investigate the relevance of instructional materials to male and female teachers in teaching of Islamic studies in junior secondary schools, Kaduna State; and
4. find out the obstacles to effective utilization of instructional materials in teaching of Islamic Studies in urban and rural junior secondary schools in Kaduna State.

1.4 Research Questions

In order to achieve the objectives of this study, the following research questions are raised to guide the investigation:

1. What are the responses of male and female teachers on instructional materials available for teaching of Islamic studies in junior secondary schools in Kaduna State?
2. Which of the instructional materials are utilized by urban and rural teachers for teaching of Islamic studies in junior secondary schools, Kaduna State?
3. In what way are instructional materials relevant to male and female Islamic studies teachers in junior secondary schools, Kaduna State?
4. What are the obstacles to effective utilization of instructional materials among urban and rural Islamic Studies teachers in junior secondary schools, Kaduna State?

1.5 Hypotheses

The following null hypotheses were tested in the study:

1. There is no significant difference between the responses of male and female teachers on instructional materials available for teaching of Islamic studies in junior secondary schools, Kaduna State.

2. There is no significant difference between the responses of urban and rural teachers on utilization of instructional materials for teaching Islamic Studies in junior secondary schools, Kaduna State.

3. There is no significant difference between the responses of urban and rural teachers on relevance of instructional materials in teaching of Islamic Studies in junior secondary schools, Kaduna State.

4. There is no significant difference between the responses of male and female teachers on obstacles faced in utilization of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna State.

1.6 Basic Assumptions

The study was based on the following assumptions:

1. It is assumed that there is difference in the opinions of respondents on the types of instructional materials available for teaching of Islamic studies in junior secondary schools, Kaduna State.
2. It is assumed that there is difference in opinions of respondents on utilization of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna State
3. It is assumed that there is difference in opinions of respondents on the relevance of instructional materials in teaching of Islamic studies in junior secondary schools, Kaduna State
4. It is assumed that there is difference in opinions of respondents on obstacles faced in utilization of instructional materials for effective teaching of Islamic Studies in junior secondary schools, Kaduna State.

1.7 **Significance of the Study**

The study is expected to be of great significance to various groups and individuals like the Ministry of Education, policy makers, curriculum planners, principals and teachers. Findings of this study will help to assess the effectiveness of the stated objectives of secondary school –Islamic Studies curriculum. Subsequently, the findings of the study will help Islamic Studies teachers in choosing an appropriate instructional material capable of relieving students' tension towards the subject thus improving students' academic performance in Islamic Studies. It will motivate Islamic Studies teachers to develop interest towards utilizing suitable teaching materials that will be a possible means towards reducing problems in the teaching and learning of Islamic Studies. Findings of this study will help clarify among the teachers the need for continuous and regular improvisation of suitable

instructional materials for teaching and learning of Islamic Studies. Moreover, the results of this study will be of great significance to the Islamic Studies curriculum planners. The curriculum developers will find the work useful in reviewing the Islamic Studies curriculum by seriously laying emphasis on utilization of instructional materials so as to meet up with emerging needs of the society. This study will be of immense benefit to researchers in the field of Islamic Studies by forming a basis for further studies on the usage of instructional materials and teachers' quality in learning of Islamic Studies as a subject.

The study will also equip educational administrators in the Ministry of Education as well as educational test and measurement experts on the need to provide instructional materials for teaching Islamic Studies in secondary schools particularly in selected secondary schools and the Kaduna State. The study will also be useful in educational policy making. The research will equally arouse Instructional Resources funding agencies such as Federal Ministry of Education, National Teachers' Institutes and other professional bodies to formulate educational polices which may be useful in the implementation of Islamic Studies curriculum.

1.8 Scope of the Study

This research work is focused on the assessment of availability and utilization of instructional materials for the teaching and learning of Islamic studies in junior secondary schools in Kaduna State. The content of the study focused on the availability, utilization, relevance and obstacles to effective utilization of instructional materials for teaching and learning of Islamic studies in Kaduna state. The study will cover all public Junior Secondary Schools in Local Government Areas of Zaria and Kudan (Zone A), Giwa and Birnin – Gwari (Zone B) and Kagarko and Kauru (Zone C). The fact is that, all the schools in these local government areas teach Islamic studies as a subject. The study will focus on Islamic

studies teachers in the aforementioned schools in local government areas to be covered by the study. This is based on the fact that, it is the teachers who use these instrumental materials in teaching of the students.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed the theoretical framework for the study, defined the various concepts related to the study, availability of instructional materials in secondary schools; access to instructional materials in secondary schools ; utilization of instructional materials in secondary schools, benefits of instructional materials in secondary schools; obstacles to effectives utilization of instructional materials for teaching in secondary schools, review of related empirical study and finally the summary

2.2 Theoretical Framework

This study is guided by the constructivist and Bruner 1966 theories of instruction. Formalization of the theory of constructivism 1966 is generally attributed to Piaget 1937, a Swiss psychologist who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is, therefore, unimportant as information about the world (Mwalyego, 2014).

According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when one acts on the expectation that the world operates in one way and it violates one's expectations, one often fail, but by accommodating this new experience and reframing one's model of the

way the world works, one learn from the experience of failure, or others' failure (Ernest, 2001 in Twoli, Maundu, Muindi, Kilo and Kithinjo, 2007). According to Floden (2006), constructivism is based on observation and scientific study about how people learn. People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them. Various approaches in teaching and learning derive from constructivist theory. They usually suggest that learning is accomplished best using a hands-on approach. Learners learn by experimentation, and not by being told what will happen, and are left to make their own inferences, discoveries and conclusions.

According to McMahon (2007) the responsibility of learning should reside increasingly on the learner thus emphasis on the importance of teaching learning resources in the learners' environment becomes increasingly important. Learners construct their own understanding and that they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information. The constructivist paradigm views the context in which the learning occurs as central to the learning itself (McMahon, 2007). The learning environment should also be designed to support and challenge the learner's thinking (Vesta, 2007). While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in becoming an effective thinker.

Constructivists agree with this and emphasize that individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans' interaction with the environment (Chepkemoi, 2012). McMahon (2007) agrees that learning process is greatly enhanced by improving the environment; a poor deprived environment attenuates learning while a rich environment with varied resources stimulates learning. Furthermore, Bruner theory of learning 1961 stated that, the goal of education should be intellectual development, as opposed to rote memorization of facts. Bruner in McMahon (2007:110), held the following beliefs regarding learning and education that :

i. curriculum should foster the development of problem-solving skills through the processes of inquiry and discovery.
ii. subject matter should be represented in terms of the child's way of viewing the world.
iii. curriculum should be designed so that the mastery of skills leads to the mastery of still more powerful ones.
iv. teaching by organizing concepts and learning by discovery.
v. culture should shape notions through which people organize their views of themselves and others and the world in which they live.

2.2.1 Three Stages of Representation:

Bruner in Nsa (2012:16), identified three stages of cognitive representation which are:

i. Enactive, which is the representation of knowledge through actions.
ii. Iconic, which is the visual summarization of images.
iii. Symbolic representation, which is the use of words and other symbols to describe experiences.

The enactive stage appears first. This stage involves the encoding and storage of information. There is a direct manipulation of objects without any internal representation of

the objects. For example, a baby shakes a rattle and hears a noise. The baby has directly manipulated the rattle and the outcome was a pleasurable sound. In the future, the baby may shake his hand, even if there is no rattle, expecting his hand to produce the rattling sounds. The baby does not have an internal representation of the rattle and, therefore, does not understand that it needs the rattle in order to produce the sound.

The iconic stage appears from one to six years old. This stage involves an internal representation of external objects visually in the form of a mental image or icon. For example, a child drawing an image of a tree or thinking of an image of a tree would be representative of this stage.

The symbolic stage, from seven years and up, is when information is stored in the form of a code or symbol such as language. Each symbol has a fixed relation to something it represents. For example, the word 'dog' is a symbolic representation for a single class of animal. Symbols, unlike mental images or memorized actions, can be classified and organized. In this stage, most information are stored as words, mathematical symbols, or in other symbol systems.

Bruner in Nsa (2012) believed that all learning occurs through the stages just discussed. Bruner also believed that learning should begin with direct manipulation of objects. For example, in mathematics education, Bruner promoted the use of algebra tiles, coins, and other items that could be manipulated. After a learner has the opportunity to directly manipulate the objects, he/she should be encouraged to construct visual representations, such as a drawing a shape or a diagram.

2.2 2 Implications of the Theories to Current Study

This learning theory has direct implications on the teaching practices. Here are some of these implications:

i. instruction and instructional materials must be appropriate to the level of the learners. For example, being aware of the learners' learning modes (enactive, iconic, symbolic) will help one plan and prepare appropriate materials for instruction according to the difficulty that matches learners' level;

ii. the teachers must revisit materials/instructional materials to enhance knowledge. Building on pre-taught ideas to grasp the full formal concept is of paramount importance according to Bruner;

iii. instructional Materials must be presented in a sequence giving the learners the opportunity to: a. acquire and construct knowledge b. transform and transfer learning;

iv. students should be involved in using their prior experiences and structures to learn new knowledge;

v. help students to categorize new information in order to enable the students see similarities and differences between items and this can be made possible through the effective utilization of instructional materials/resources;

vi. teachers should assist learners in building their knowledge. This assistance should fade away as it becomes unnecessary; and

vii. Teachers should provide feedback that is directed towards intrinsic motivation. Grades and competition are not helpful in the learning process. The theories imply that learners must experience success and failure not as reward and punishment, but as information (Mcintyre, Hulan & Layne, 2011).

2.3 Conceptual Framework

The concepts of instructional material and Islamic Studies were explained in this section.

2.3.1 Concept of Instructional Materials

Different researchers who have carried out studies on instructional materials have different ideas on its concept. Below are some of their definitions to illustrate this. Instructional Materials means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils acquire facts, skills or opinions or develop cognitive process (Association of American Publishers School Division in Osokoya, 2007). According to this association, Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, others are educational materials and tests. It further adds that instructional materials must have intellectual content that by design services as a major tool for assisting in the instruction of a subject or course.

Similarly, Onyene in Adeyemo (2010), viewed instructional materials are materials designed and utilized during teaching/learning situations to clarify abstract words or concepts. She explained that those materials are essential supplements to teaching which represent a body of needed teaching and learning information, and that these materials reduce the work load of the teacher in the classroom. In the opinion of Aina in Adeyemo (2010), instructional materials are those resources used in any teaching exercise to promote greater understanding of the learning experience. The same view Agina-Obu in Adeyemo (2010), describes 'teaching aids" as anything that helps the teacher to promote teaching and learning activities". According to him, these include stone, sand, pictures, resource person, diagram, sketches, maps among others. Another source explains that Instructional (material) resources are those things equipment and materials used in the process of instruction to supplement or compliment the teachers' tasks. It can also be described as tools through which an instructional message passes from the giver (teacher to the receiver (students).

Similarly, Ikerionwu in Oladejo, Olosunde, Ojebisi and Isola (2011), viewed them as didactic materials thing which are supposed to make learning and teaching possible. According to Agina-Obu in Oladejo et. al (2011) instructional materials are materials or tools locally made or imported that could made tremendous enhancement of lesson impact if intelligently used. Isola (2010), referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching. Furthermore, Prawat in Mwalyego (2014), says that the teacher's work as communicator, model and identification figure can be supported by a wise use of variety of devices that expand experience, clarify it and give it personal significance. Agina-obu in Oladejo, Olosunde, Ojebisi and Isola (2011), refers to them as learning materials, the proper use of which helps learners to learn faster and better. Similarly, Abdullahi (2007), view them as didactic materials-things which are supposed to make learning and teaching possible while according to Aganga (2007), instructional materials are the collections and selection of resources (mechanical, otherwise) from available resources which are applied and integrated into a systematic process of teaching and learning to make learning effective. Ikerionwu (2007), refers to them as objects or devices, which help the teacher to make a lesson to the learner. Interestingly, instructional materials, therefore are concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-Obu in Nsa,2012).

According to Abdullahi in Mwalyego (2014), instructional materials are materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. In most cases, many learners have the difficulty in understanding certain concepts as a result of their level of cognitive operation, it is against this background that Prawat in Oladejo, Olosunde, Ojebisi and Isola (2011),, postulated human

beings to be classified along sensory-motor, pre-operational, concrete and abstract cognitive levels. Instructional materials are in various classes, such as audio or aural, visual or audiovisual. Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording, and television. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip. An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture and the computer. Among the instructional materials the classroom teacher uses, the visuals out-numbered the combination of the audio and audio-visual.

2.3. 2 Concept of Islamic Studies

There are various views as there are authorities in Islamic studies or any other discipline. Some see it from the sociological point of view, some view it from the historical perspective while some prefer to view it from the shari'ah view point. Abdullahi (2007), asserted that it refers to the process involving three references: the individual, the society, and the whole content of reality both material and spiritual which play a dominant role in determining the nature and destiny of man and the society. This indicates their consideration of Islamic Studies to be the study of mankind, social, economic and political behavior of a place where people live or have lived. Abdullahi (2007), stated that Islamic studies is a branch of education which trains the sensibility of pupils in such a manner that their attitude to life and their actions decisions and approaches are governed by the spiritual and deeply felt ethical values of Islam.

This was further analysed by Abdullahi (2007) who sees Islamic studies as that thing which aims at the balanced growth of the total personality of man through the training of his spirit, intellect, rational and body senses. This is the true nature of Islamic studies as said by

Adebimpe (2007), that Islamic studies is the creation of good and righteous sense of the term, build up to structure his earthy life according to the shariah and employ it to sub-serve his faith. This was rightly summarized by Adebimpe (2007), who defined Islamic studies as a system of solving all problems by giving the spirit (heart) its supreme position in the body system. In addition, the concept of Islamic studies refers to the process of learning worship (Ibada) for the betterment of one self and the society here and in the hereafter.

2.4 Islamic Studies Curriculum in Nigeria

The primary aim of Islamic studies is to give the world a knowledge and wisdom which gives standard of value and judgment that apply to all spheres and activities of human life. This was further buttressed by Islamic scholars like Imam Ghazali. He believed that unless the philosophy succeed in broadening its range of application and in giving Islamic concept for all branches of knowledge, it will not be able to satisfy new generation and save them from invasion of divided purposes of any paralyzing doubles. Therefore, the goals of any educational system should be the process of training all its members in the society mentally that can make them acquire knowledge not merely to satisfy an intellectual curiously or just for material worldly benefits (Adebimpe, 2007).

Thus, the ultimate aim of Islamic studies lies in the inculcation of discipline. In order to achieve this, Islamic studies objectives are divided into what is referred to as individual objectives and social objectives. Adebimpe (2007), prefers the subject to be called individual education and social education. To him the individual education aims at familiarizing and socializing the individual with the following objectives: his relation to another creation; his individual responsibility in life, his responsibilities towards human communities, his social relation, his relationship to the universe and universal phenomena and exploration of natural laws in order to utilize and explore them, his creator inventive wisdom apparent in his creation.

While the social education aims at the following objectives: building a society as good pious and Allah fearing individual where social justice prevails, building a society where tolerance, brotherhood, love, mercy, goodness and righteousness are predominant, building a society based as mutual consultation and the maximum exportation of the individuals intellectual capacities, building a society where individual enjoy freedom of thought and are competent to take responsibilities, building a society where individuals can live an ideal, pure and happy life, thus, the aims and objectives of Islamic studies is of dual nature the social objectives as well as moral objectives with much emphasis on individual development in particular and the society in general. Hence the training of specialist in all walks of life from simple trade to highly academic projection and secondly the acquisition of religious knowledge (Kareem, 2008).

The Federal Republic of Nigeria (2013) recognized education as an instrument per excellence for affecting national development. Thus Nigeria, acknowledged the major social problems with which the society is bedevilled and has found it compelling to use education to combat this problems. Consequently, moral and religious subjects such as Islamic Studies and Christian Religious Studies where introduced into the secondary schools curriculum (FRN, 2013). The Islamic studies curriculum has been designed to inculcate in the learner true and balance value at an age when his mental and moral development is at a formative stage, with a view that the inner stability obtained and the guiding principle learned will help him or her to stand firm amidst of the cross-current of ideas and rapid social change which are the feature of the society (FRN, 2013). The survival and welfare of a nation depend mainly on the way of life of its individuals, members, their mental and moral orientation and cohesion as a society. In Islam, this fact has been its teaching; therefore it addresses its self to the whole way of life of individuals and society as to achieve a balance result. Islamic studies according to the

NERDC (2007:10), aims at the following:

a. Recognition of Allah as the creator and sustainer of the universe and the sole source of value
b. Cultivation of the sense of gratitude to Allah and submission to His guidance and moral laws, both in our worship to him and in our behaviour towards our fellow men.
c. Awakening of the faculty of intellect and reasoning in accordance with the Qur'anic injections.
d. Encouragement of the pursuit of useful knowledge in accordance with the saying of the prophet Muhammad (Peace Be Upon Him) and the application of such knowledge for the benefit of humanity in field of Islamic studies , technology, medicine and so on.
e. Attainment of balance development of the individual and the community by giving due weights to the physical, social, intellectual, moral and spiritual need of man.
f. Realization of human right, equality and brotherhood with emphasis on practical means of achieving social solidarity and ethnic harmony in place or greed and selfishness
g. Awakening in the heart the consciousness of the presence of Allah as witness of all our actions, thought, and behaviours acting as restraint on wrong doings whether public or private as an incentive to good behavior (NERDC, 2007:10).

Moreover, the survival and welfare of a nation depends largely on the way of life of its individual members, their moral and mental orientation and their cohesion as a society. This fact has been recognized in Islamic studies curriculum which, therefore, addresses itself to the whole way of life of individual and society so as to achieve a balanced result. A curriculum is considered to be a course of study in its traditional term many authorities have defined it in similar way. Agun (2012), defines curriculum as that content and those process designed to bring about learning of

educational values, but Marsh and Stafford cited in Akanbi (2007), sees curriculum as an inter- related set of plans and experiences which a student completes under the guidance of a school. Yunusa (2008), asserts that it is a varieties of learning activities that pupil engaged in under the guidance of teachers. Yusuf (2013), also see curriculum as the totality of all planned and unplanned, guided and unguided learning experience learners are exposed to in a school setting for the purpose of attaining its educational objectives.

In recent time people use the term curriculum synonymous as syllabus and course description. Curriculum is used in that way when it refers to specific subject for example Arabic language curriculum, French language curriculum, geography curriculum, Islamic studies curriculum and among others. Meanwhile Islamic studies as a subject or course of study in a school has curriculum or in other words has varieties of learning experiences that learners are engaged in but under the guidance of a teacher as observed by Yunusa (2008), and these varieties of learning experience in Islamic studies curriculum constitute the six inter connected topics to be learnt by students that include, Arabic alphabets, Qur'an, Hadith, Fiqh, tauhid sirah and Tahadhib, as it is contained in the 9 years curriculum (Nigerian Educational Research and Development Council, 2007).

According to the curriculum published by NERDC (2007), Islamic studies curriculum has been prepared to reflect its broad concern so as to include true and balanced value in the young Nigerians at an age when his/her mental and moral development are at a formative stage. The inner stability obtained and guiding principle learned will help him or her to stand firm in the midst of the cross current of ideas and rapid social change which are features of age. On the other hand, Islamic studies can be defined as a totality of learning experience which is centred on the relationship between

man and his creator and between man and his fellow men. However, Ben-Yunusa (2008), sees Islam as religion that creates a kind of direct contact between man and his creator to whom he owes his entire existence.

However, Siddiqui (2007), see education in the Islamic sense produces a cultured, well behaved considerate, reasonable and God fearing man or woman, in other words, a disciplined person. Every branch of Islamic studies curriculum has specific contribution to make to the emergence of disciplined person that is why moral education cannot be detached from Islamic education. It will be observed that the aims of Islamic studies curriculum and National Policy on Education are substantially the same. The feature of Islamic studies curriculum falls into various interconnected sub-division of branches and these are incorporated in the secondary school curriculum into six: the Arabic alphabets, the Quran, hadith, fiqh, Tauhid, Sirah and Tahadhib. Arabic is the language of the Quran, therefore, in the curriculum students are to study some basic knowledge of Arabic alphabets to enable them read the Quran.

The Qur'an is the revealed word of Allah, the book of Islam and the first of guidance for a Muslim in his belief, modes of worship and morality including social, economic and political affairs. According to Bidmos (2008), the Junior secondary school or Upper basic 1-3 as contained in the universal Basic Education programme, curriculum of Qur'an needs memorization and meaning of some short verses together with essential information about the revelation and compilation of the Qur'an while in the senior secondary school curriculum the Qur'an concentrate less on memorization and more on understanding of ideas.

Similarly, Hadith refer to the recorded sayings and actions of prophet Muhammad (P.B.U.H.), their functions are to give further explanations or elaborations of the basic principles of the Qur'an and to show in some details how prophet practiced

Islam (Bidmos, 2008). The curriculum here subjected students to study a number of Hadith from the famous collections of Annawawi and the moral values contained in each of the hadith. The Tauhid means literally unity and from Islamic point of view it means oneness of Allah and in English term it means theology of Allah on belief. The curriculum deals with the teaching of the fundamentals belief in the unity of God his angels, His revelations to mankind, the accountability of man for his deeds on the day of judgment and Allah's ultimate control over His creation. Tauhid is therefore an essential component of the Islamic moral legal system.

Furthermore, Lawal (2008), stressed that, fiqh refers to jurisprudence which covers both formal worship and legal system. The formal worship are wudu, salat, Zakat, Sawm, and Hajj while legal system or Matters are Nikah, Talaq and Hudud. In this case, the curriculum deals with spiritual, moral and social values of both formal worship and legal matters and this helps to unite the community, instils sympathy among people and arouse God's consciousness in the individual and in the community.

Also, Bidmos in Lawal (2008), states that, the Sirah or Tarikh is the historical development of Islam and partly the life story of Prophet and moral lesson to be learned, to emulate the prophet's exemplary behaviour. It similarly deals with some of the earlier prophets, the four righteous calips, the spread of Islam to West Africa and the contributions of Muslims to the world civilization, it also covers some great Islamic figures in the history of Nigeria. The Tahadhib in the curriculum puts special emphasis on the field of moral and social teaching derived from Quran and hadith. The curriculum in this aspect include personal cleanliness and clean habits, greetings, good manners, honesty, truthfulness among others. It also includes warning against the evil of bribery and corruption, stealing, alcoholism, adultery, fornication, gambling, fraud among others. It will be observed from the description of these six branches of Islamic studies

curriculum being taught are all inter-dependent and that Tahadhib in particular is derived from an inter-related of each of the others.

In addition, Kadzera (2006), explained that, the Quran and hadith provide its source, Tauhid exemplifies it authority and sanction, fiqh demonstrates and inculcate its practical expression while sirah or Tarikh exemplifies it in the line of the Prophet and of the other great Muslims. In view of the studies themes in an anticipated three (3) period per week, the themes have been grouped in pairs in accordance with their most natural connection that is Hidayah (Guidance) comprising Quran, Hadith and Tahadhib. Fiqh (jurisprudence) comprising Tauhid, Ibadah and Muamalat. Tarikh comprising Sirah, spread of Islam to West Africa and contribution of Muslim to world civilization. However, any attempt to separate moral education from Islamic studies for Muslim is therefore, retrogressive and bound to weaken or nullify its effectiveness.

2.5 Instructional Materials for Teaching Islamic Studies

The different types of instructional material are discussed in this section.

2.5. 1 Types of Instructional Material in Islamic Studies

Instructional material according to Mustapha (2008); Abass, Bimbo and Ojo (2012) are usually classified based on the characteristic they exhibit. There is a wide variety of instructional materials which could be profitably and effectively used in the classroom of Islamic studies learning situation. Instructional material could be broadly classified into three group namely audio, visual and audio-visual. Visual aids are resource materials and devices that appeal to the sense of sight, touch and smell. They consist of non-projected aids which include chalkboard and adhesives Pictorial aids which include charts, pictures and mobile. Three dimensional aids projected aids which include film strips and slides, and slides projector pictures, charts, blackboard, posters, books, specimen and so on. learning resources that fall under audio-visual aids appeal to the senses of sight, hearing and touch. They include

line sound film, sound strip projector, television and video tape recorder. The audio aids are instructional materials that appeal to the sense of hearing and touch too. They include records and record players, tapes and tape recorder, radio and language laboratories (Ikerionwu, 2007; Blythe, 2007; Salandanan, 2007 and Onyeozu, 2008).

Print Material: The print material is some of the oldest material in education. This category of material is useful for informational or motivational purposes. They are used to convey verbal information through print. They form the most widely used material in education for teaching Islamic studies in junior secondary schools and they include textbooks, periodicals, encyclopaedia, newspaper, magazine, file record minutes and so on. They provide good source of teaching students. Print medium can be used to supplement other media with maximum effect. Print can also incorporate several other media like pictures and graphic materials thus serving as multimedia (Gbamanja, 2007 & Blythe, 2007).

Chalk and chalkboard: They can be used to present instructional content as immediate sketchbook and they are essentially temporary for delineating ideas. When integrated with other material, they can give full explanation. However, most teachers in secondary schools in Nigeria do not use chalk and classroom presentation in all Islamic studies. Neatness of the chalkboard must be ensured through the use of guidelines, templates, compasses and straight edged rulers chalkboard should be divided into sections. Lettering should follow the occidental form of lettering that is from the left sector of the chalkboard to the right or use of only the middle portion of the chalkboard. Chalks to be used for teaching must be in form of wedges and cones, so as to give uniform thickness of line. Coloured chalks may be used when it is appropriate to show distinction among parts of drawing and for and for emphasis of teaching points (Ikerionwu, 2007; Blythe, 2007; Salandanan, 2007 and Onyeozu, 2008).

Realia: These are real things or objects (as opposed to representation of models) as they are without alteration. They include coins, tools, artefact, plants and animals among others. Specimen, exhibits and cut away objects are some of the classification used for realia which have great value in virtually every aspect of teaching Islamic studies in junior secondary schools. Realia eliminate distortion in student's knowledge on the topic being taught. Realia provide students the opportunities for "hand on" interaction and experience. (Ikerionwu, 2007; Blythe, 20077; Isola ,2010; Salandanan, 2007; Vikoo,2008 Onyeozu, 2008).

Still Picture: They are non-projected, non-motion pictures in opaque form. They are photography representation of people, places or things and can be used to present information in Islamic studies. They are readily available for resourceful trainee teachers in magazine, calendars, illustration from textbooks, newspaper and so on. They can be used to pass across wide range of information in Islamic studies classroom (Salandanan, 2007 and Onyeozu, 2008).

Graphic Material: They are non-photographic two dimensional materials designed to communicate a message to the learners. They may incorporate symbolic visual and verbal cues. Graphic material include drawings, charts graphs, posters among others. Chart are abstract representation of abstract relationship like tabular charts timeline and classification charts. Graphs are visual representation of numerical data like polar graph, scatter graph, line graph and so on. Graphs are useful for teaching topics in Islamic studies like time of prayers, posture during Salat (prayer) and many more. Posters are also useful graphic material using combination of lines, colour and texts (Onyeozu, 2008).

Models and Mock-up: Models and mock-up are three-dimensional representation of a real thing. A model or mock-up can be looked at from all sides as it has breadth, length and depth. Models are representation of real things that are infinitely large, like earth or solar system or

real things that are small, whether animate or inanimate. They may be complete in every detail or more simplified than the original. Some models can be disassembled for learners' close observation. On the other hand, mock-up is differentiated from models by their usually larger size and by their moving and operating parts. Model and mock-ups have wide application in Islamic studies. They can be used to describe places to students which is not possible for them to reach due to distance or time, e.g the prophet mosque in Madina, the Ka'aba in Mecca and many more. Trainee teachers can buy commercially produced models or they can be improvised using paper match (Salandanan, 2007 and Onyeozu, 2008).

Audio Material : Audio material offer a wide range of opportunities for group or individual student use, they can be used to deliver instruction involving verbal information and also for guiding the learning of intellectual and motor skills. With the availability of small compact cassette recorders, audio medium can be produced by Islamic studies teachers. It can also be used to supplement other media like filmstrips and slides. They are also relevant for learning objectives related to the affective domain of learning in Islamic studies . Audio recording can provide response drill in Islamic studies classroom when teaching students Qur'an recitation. Furthermore, several copies of the media can be produced easily (Onyeozu, 2008).

Overhead Projector: Using the overhead projector, transparent materials are projected so that students can see. It is simple to operate and it is a versatile material for Islamic studies teacher to use. Transparency can face the students from the front of the room and maintain eye to eye contact with students while projecting transparencies in a lit room (Onyeozu, 2008).

Filmstrip Projector: A filmstrip is a roll of 35 mm transparent film containing a series of related still pictures showing one concept at a time. A filmstrip can either be of a single or double frame format (Ikot, 2008). Filmstrip can be used to teach ablution in Islamic studies,

skills, show relationships in order to convey knowledge, to affect attitude through individual and independent study groups or other tutorial groups viewing (Onyeozu, 2008).

Film Projector and Video Player Projector: Film projector and videotape projector are used to project motion pictures, when motion is a significant factor of a subject. Educational film are in black and white and colour. There are also sound and silent motion pictures. Videotape availability has further widened the possibilities for the use of motion pictures as they can be shown through monitor or projected using video projector or through the digital projector for student use. Motion pictures are relevant for teaching Islamic studies. Motion pictures when accompanied by sound may constitute a very effective way of emphasizing distinctive features for the tasks, which need distinguishing the visual aspects of simulation. Motion pictures are also very good for ensuring students' positive attitude toward the subject of instruction. They can also be used to modify student's attitude in such areas like behaviour, ablution, good work habit, hygiene in Islamic and so on (Onyeozu, 2008).

5. 2. Characteristics of Instructional Materials

According to Odukwe in Okoji (2013), saw learning materials as essential part of practical teachings as such, in classrooms, pictures, charts and drawings should also be clear and neat. Odukwe in Okoji (2013), added that, it is not good for a teacher to plan a lesson without some ideas of how he/she will stimulate or motivate the students by using pictorials illustrations (pictures, diagrams and apparatus) or materials illustrations. Olaitan in Okoji (2013), stressed that graphic materials to be used in classroom should be simple, attractive, large enough and not to be crowded with illustrations and colours. Ogundele in Okoji (2013: 24) pointed out that good teaching aids must have the following characteristics. This is because the importance of any instructional materials lies in its ability to:

i. appeal to the senses (sound and sight);
ii. attract and hold attention;

iii. focus attention on essential elements to be learned at the proper time.

In order to achieve the above objectives Umaru (2011:11) pointed out that any materials to be used as teaching aids must satisfy the following characteristics:

i. Flexibility: In the college or university, the teacher has been taught different ways of teaching hence, while in the classroom a good agricultural science teacher will attempt to teach his/her lesson using a variety of methods and materials. He/she should therefore, select or construct teaching aids that can be instantly modified to suit change in the approaches to construction.

ii. Colour: Since pupils are attracted by bright colours, these should be used in the preparation of teaching also however, too much brightness should be avoided since it may distract students' intention from the objectives of the lesson and the instructional materials.

iii. Simplicity: Teaching aids must be simple. This is because, students cannot comprehend complex ideas presented to them at a short-time. If pictures are used, they should illustrate only a very few words or actions. If more detailed pictures are used, student will not know that they are to notice.

iv. Visibility: All the smallest detailed to be used in an instructional material should be large enough to be seen by every student in the class. So, such should be placed conspicuously in front of the class to present a clear view to every student.

Similarly, Okoji (2013: 16) added that the characteristics of good teaching aids can be seen under the following:

i. sufficiency: Teaching aids must be sufficient enough for use;

ii. writing and Lettering: The Lettering or writing must be bold, clear, neat and readable;

iii. attraction: That the aids must be neat and attractive to arouse the interest of students, all the lettering must be bold and attractive;

iv. purpose: The information in the aids must help the students in learning and must be relevant to the lesson;

v. accuracy: They must be accurate in content and language. There should be no mistakes of facts or spelling, that is, misinformation; and

vi. clarity: All details in the aids e.g. drawings, pictures among others, should be easily seen by the students farther away from it. Aids such as radio, tape and television should be clear enough to be heard by all students.

2.6 Availability of Instructional Materials in Secondary Schools

According to Adeyemi and Adu (2010), it is widely accepted that education is one of the leading instruments for promoting economic development as it encompasses some processes individuals go through to help them develop and utilize their potentials. Further Okeke (2007), noted that, through education, individuals acquire knowledge, skills and attitude that are necessary for effective living. According to Onsomu ,Muitaka, Ngwane and Kosimbei (2006), central to the educational process is secondary education which provides a vital link between basic education and the world of work on one hand and further training on the other.

Also, Usman (2007), noted that central to the education process are educational resources which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning. According to Adeogun and Osifila (2008), physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others. Akisanya (2010), commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important.

A study by Altbach state in Adedijo (2008), that nothing has ever replaced the printed word as the key element in the educational process and as a result textbooks are central to schooling at all levels. According to Owoeye and Yala (2010), in some instances textbooks provide the only source of information for students as well as the course of studies for the subjects Squire (2008), writing on teachers reliance on instructional materials stated that those seeking to improve the quality of education in instructional materials would inevitably lead to changes in actual teaching. While the selection of a textbook has been judged to be of vital importance to academic achievement, it is sad to say that relevant books are not available for teaching and learning activities.

In addition, Odulaja and Ogunwemimo state in Ekpo (2008), that, lack of instructional materials could be identified with high cost. Since the educational process functions in a world of instructional materials according to Owoeye and Yala (2010), the chief purpose of a educational resource centres is to make available to the teachers at his or her easy convenience all materials which are of interest and value which are not provided as basic or supplementary learning materials. They further noted that as a resource the library occupies a central and primary place in any school system as it supports all functions of the school. According to Fowowe (2008), a library must be up to date and at the same time allow access to older materials. Similarly, Farombi (2008), argued the saying that seeing is believing as the effect of using instructional materials in teaching and learning of various subjects as students tend to understand and recall what they see than what they hear or were told .The instructional materials are essential to the teaching of all subjects and the success of any course is much dependent on the instructional materials provision made for it.

However, many studies have established that instructional materials in secondary schools are inadequate in the world all over. For example World Bank (2008) in a study on instructional materials provision in secondary education in Sub-Sahara Africa revealed that instructional materials and libraries were not only inadequate but unevenly distributed among rural and urban schools in the area of study. Similarly Asiabaka (2008), on effective management of schools in Nigeria noted that the government's failure to establish policy directive on minimum standards in relation to schools facilities has led to disparities in acquisition. This is because while some have instructional materials and other facilities for effective teaching and learning others have none and where they exist, such facilities are poorly equipped. On the same vein Olaniyan and Ojo (2008), also noted that lack of instructional materials and training manuals was one of the challenges facing successful implementation of introductory technology in Nigerian secondary schools. This is supported by Chiriswa (2008), who noted that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination.

A study by Akinsanya (2010), to determine the differential distribution and utilization of human resources on students' performance in state owned and federal schools revealed that both material and human resources were practically inadequate and where they were adequate they were not well utilized in those two types of schools. Further, the study also revealed that physical facilities like instructional materials, laboratories and libraries were inadequate which affected students' performance. Similarly, Oni in Kadzera (2006), that availability and quality of materials facilitates smooth operation of any school and thereby enhancing effective teaching/learning activity and when this is so, there is higher educational attainment by students.

In Kenya however, Makuwi (2004) in Dahar and Faize(2011), found that the development of instructional materials, school library were on a better footing than some other African countries. However, according Adeyemi (2010) the standard compares poorly with what operates in school libraries in developed countries and is far below the recommended number of volumes by the American Library Association which suggests a minimum base collection of 20,000 items for a school of 500 or less providing items per pupil. Despite their importance in the teaching learning process instructional materials remain elusive in the world all over as evidenced by various studies. Henry in Bolick, Benson, Collis and Heinecke (2008), reported that in Jamaica school libraries were at developing stage exhaling inadequacies in funding and staffing. In Southern Sudan, Abdelgadir in Mundi (2008), found a wide gap between ideal instructional materials while, Abduljalil in Lawal (2008), reported that instructional materials availability provides a good measure for evaluating learners. Similarly, Bawa in Imosie (2008), observed that in South Africa, the provision of instructional materials was unequal for the different population groups and others having nothing that can be vaguely called a learning resources.

According to Kinuthia (2009), Kiveu and Maiyo (2009), among other studies, availability of educational resources in Nigeria have been elusive since independence. The cost sharing policy officially launched in 1988 saw the burden of providing both physical and material resources passed on to parents and guardians. Further according to earlier research Wambua and Mueni in Mundi (2008), with increased poverty levels many government has not been able to meet the cost requirement under this policy leading to inadequate physical and material resources in secondary schools. In today's era of globalization, USAID (2011) noted that economic growth depends increasingly on an educated work force that is poised to take advantage of opportunities the reason why

availability of educational resources cannot be over emphasized because of their role in the achievement of educational goals and objectives. According to Fuller in Bozimo (2007), even though many world governments acknowledge the importance of education to its citizens the states encounters financial constrains in providing these services. Udoh in Bozimo (2007), observed school instructional materials inadequacies in funding and provision.

Accordingly, Abdo and Semela (2010), stressed that, instructional materials are in various classes. They are audio or aural, visual or audio-visual. Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like the television, radio, audio tape recording among others. Visual instructional materials are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, filmstrip among others. An audio-visual instructional material therefore is a combination of devices which appeal to the senses of both hearing and seeing such as television, motion picture and the computer.

Furthermore, Baylor and Ritchie (2008), noted that among the instructional materials the classroom teacher uses, the visuals out-number the combination of the audio and the audio-visual. In the classification of the visuals, two distinct groups emerge and they are iconic and the digital. The iconic visuals look like the objects they stand for as in drawing, painting, sculpturing and so on. for example, when one draws a computer; the image gives the impression of what a computer looks like. On the other hand, visuals are digital when the representation does not resemble what the objects stand for. Thus, when one writes the word computer instead of drawing it one is making use of digital visuals. The inexperience is at a loss when digital rather than iconic visual is used. Apart from classifying instructional materials based on sensory modes, there are four other ways of classification and they are printed and non-printed, Hardware/Equipment and

software/materials, first, second and third generations and high technology/high cost and low technology/low cost instructional materials. As stated earlier, the sensory mode comprises of three subgroups of (a) audio, (b) visual and (c) audio-visual.

According to Ogbondah (2008:12), the following are the classification of instructional materials:

1. Category 1 – sensory modes

Audio	Visual		Audio –visual
	Projected	Non-Projected	
Radio, record	Projectors	Books	Television
Disc, audio	Slides	Journal	Computer
Tape, recordings (reel to reel, cassette)	Transparencies and so on	Magazines, map, graphs, newspapers, charts, diagrams, photographs, posters, drawings, paintings, chalkboards	Motion picture, video language, laboratory among others

2. Category 2- printed and non-printed instructional materials

Printed materials	Non-printed materials
Book, journals, magazines, charts, newspapers, drawings, photographs, graphs, cartoons among others	Television, chalkboard, models, specimen, motion Pictures among others

3. Category 3- Hardware/Equipment and Software/materials

Hardware/Equipment	Software/materials
Computer, television, radio, record player, slide projector, overhead projector, chalkboard, video play track, machine	Slide, filmstrip, transparency, maps, graphs, posters, cassette (audio and video chalk among others)

4. Category 4-first, second and third generation of instructional materials

First	Second	Third
Chalkboard, book, journal, magazines, charts, maps, drawing, painting, posters, photographs and so on	Television, filmstrips system, video system, radio, projector and so on	Computer, satellite and so on.

5. Category 5-High technology/high cost and low technology/low cost instructional materials

The high cost combines both the second and third generation instructional materials found in the fourth category above while the low cost involves items in the first generation. The list of instructional materials that a teacher can use to improve the quality of instruction is inexhaustible. The teacher's level of resourcefulness, creativity and imagination is in fact, unlimited. Instructional materials will, therefore, include all forms of information carriers that can be used to promote and encourage effective teaching and learning activities.

2.7 Utilization of Instructional Materials in Teaching in Secondary Schools

Recounting on the utilization of instructional materials, Yusuf (2008), noted that, it is well known among educators that the educational experience involving the learner actively participating in concrete examples are retained longer than abstract experiences. In the same vein Russel, Heinech and Malenda (2008), emphasize that concrete experience facilitates learning and the acquisition, retention and usability of abstract symbols. Further according to Adeoye and Papoola (2011), for learning to take place, learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources to ensure some level of performance. This is in line with Mutai ((2006), who asserted that learning is strengthened when there is enough reference materials such as textbooks, exercise books, teaching aids and classrooms. Further, he asserted that academic achievement illustrates per excellence the correct use of these materials.

In another development, Olagunju and Abiola (2008), state that utilization of resources in the teaching brings about fruitful learning since it stimulates students sense as well as motivating them. Further, Denyer in Heinich, Molenda, Rusell and Smaldino (2007), in his study on Islamic studies game in National curriculum in the United Kingdom reported that games when used as a resource enable less able children to stay on task and remain motivated for longer period. Goal attainment in any school depends on adequate

supply and utilization of educational resources which enhance proper teaching and learning process within an environment. According to Ibrahim (2008), in a study on factors affecting availability, acquisition and utilization of resources in the teaching of Islamic studies in selected primary schools in Kano state found that unavailability of educational resources among other factors hinders effective utilization. Accordingly Fuller (2007), noted that students who have used two or more instructional materials were almost three times better than those who have no instructional materials in classroom while Loxley (2008), noted that inadequate supply of instructional materials in school as having a toll on teaching and learning activities in many countries in the world and therefore their importance cannot be overemphasized since they are indispensable to quality education.

Similarly, Mapederun (2008), also emphasized that the availability and adequacy of educational resources affect the academic performance positively. Equally, Chiriswa (2008), notes that effective teaching and learning depends on the utilizations of suitable and adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in examination. Similarly, Alverman (2007), notes that the utilization of instructional materials in school appears so consistent with higher level of students achievement that they are worth of close scrutiny as instruments of learning.

On relationship between educational resources and students academic performance Idiagbe (2008), concluded that teacher's qualification and adequate facilities were determinants of assessing academic performance of students in secondary schools. Hence the availability of facilities in schools affects the academic performance of students. Many studies done on factors influencing poor performance of students in examinations have indicated inadequate utilization of instructional materials in teaching learning as one of the key variables (Ayuba, 2008). Goal attainment in any school depends on

adequate supply and utilization of educational resources which enhance proper teaching and learning process within a conducive environment. Ugandan National Council of Science and Technology (2007), noted that practical presentation of how ablution, prayers and other ibadat are performed to be central to the teaching of Islamic studies in that it motivates students and make it more easily to understand. Research results Aminu (2008), has shown that Islamic studies teachers continue to teach the subject using the lecture method despite recommended methods. According to Aminu (2009), the inability of Islamic studies teachers to apply instructional materials in their teaching is hinged on lack of resources among others.

Also, Karimi (2011), noted that instructional materials provide additional learning opportunities for students which in turn improve skills, which in turn support students performance in all other curriculum subjects. Similarly, Ashioya (2012), in a study on factors affecting effective utilization of instructional materials in secondary schools noted that it is important to know that the teacher as the facilitator must have practical knowledge on using these materials when available and improvise when not readily available. Usman (2007), noted that without the teacher who is knowledgeable, educational material cannot create change and progress.

On the other hand schools with limited resources may utilize what they have efficiently and this may boost learning and students should be able to maximize and utilize available resources so as to adequately achieve educational objectives. Also, Cohen, Raudenbush and Bail (2008), point out that it is not making resources available to schools that matters, but getting those resources to be used by teachers and students to get academic content learned. According to Aguolu and Aguolu (2008), resources may be available in the school and even identified as relevant to ones subject of interest but the user may not be able to lay hands on them. The more accessible information sources

are the more likely they are to be used because teachers tend to use instructional materials that require the least effort to access.

2.8 Relevance of Instructional Materials in teaching

Discussing the benefits of instructional materials, Bajah, (2007),submitted that, instructional materials in teaching serves as supplement spoken or written; brings teaching to life in a way which word cannot; Words can describe people, places and objects but a picture immediately brings reality; simplifies and clarifies what is complex and difficult to express in words; motivational value for them to develop the interest of the student; promote retention as one can understand from the Chinese proverb that says "what I hear I forget, what I see I remember what I do I understand";save time, and energy what will explain in ten minutes, will be possible in less time with the use of instructional materials.

Furthermore, aids implied to help in teaching of Islamic studies , not to be substitutes for teaching the subject, nor for teachers, rather, it should be used to supplement oral explanation and descriptions. Bakare (2006), said, Instructional materials include self-supporting materials which are used by the teacher to present a complete body of instruction. They make a lesson to become more explicit and interesting. Teaching aids are prime importance of both dull and bright students. Ogundele (2007), considered teaching aids as an essential part of teaching methods which helps the teacher to express its subject concept to the learners thus promoting students; academic performance. That, such aids or materials, should be the responsibility of the Islamic studies teachers. Olaitun, (2007), stated that instructional materials are normally used during instruction to enhance proper or effective learning and to encourage retention. They reduce the workload of the teacher in the classroom, reinforce and add clarity to learning.

Accordingly, Ozorehe (2008), said that instructional materials aid teachers competence and effectiveness of instruction and class control. It makes the learning environment more attractive, appreciable, conducive, bearable and realistic. The learners' attention is better controlled and sustained. Section ten in the FRN (2013), stated that objectives of learning materials are to: enhance teaching and improve the competence of teachers, make learning more meaningful for students; develop and promote the effective use of innovative materials in schools. In the same line, Ajayi and Salami (2009), outlined the following reasons for the importance of using teaching aids in teaching and learning process in educational settings. They aid learning by aiding the sense of seeing, hearing and touching. They direct teachings to its goals, makes lesson become interesting, arouse students' interest and motivate them to learn. Teaching aids are valuable in the following situations: When the object of instruction is either too big or too small or too spread out to be seen effectively by the students; When an object is inaccessible to students, such should be displayed to the class with models; If an object is too expensive, dangerous or delicate for the students to use both may be impractical to have in the classroom; When a process being studied is very slow – the teacher may use pictures or diagrams to illustrate the various stages involved.

Also, Ajayi and Salami (2009), observed that instructional materials are versatile tools that are used in different ways for effective teaching and learning of agricultural science. These aids convey facts and ideas in all forms of communication. They offer quite an easy way of presenting information. Ajayi and Salami (2009), further outlined some of the importance of instructional materials if the materials are carefully selected they should: help to give correct initial concept; help students to learn more; speed learning processes; provide experiences which are not known before; clarify and give definite meaning to words and the combat verbalism; intensify expressions; arouse interest by

attracting attention; build and sustain interest; motivate, develop and change attitudes; vitalize instruction and provide variety in teaching; saves time of Islamic studies teachers and students; supplement other learning and serves as reminder.

Moreover, Ibrahim (2008), stated that instructional materials assist teachers in the achievement of stated objectives and also help the teachers to make lesson explicit to the students. Fakomogbon (2008), also reported that instructional materials possesses the quality of influencing the psychological, motivational and structural position of the learners. It aids the achievement of any one of the following in the teaching learning process: Attention and motivation; orderliness in the classroom; lesson presentation; recall and remembering; guidance, active participation and response; feedback, assessment of performance and evaluation. In summary, Oladipo (2008), asserted that instructional materials are important tools for enriching, visualizing, simplifying, transmitting and accelerating the teaching and learning processes, thus enhance students' academic performance in secondary schools. He further said that, effective instruction with instructional materials in the classroom requires careful planning by the teacher.

2.9 Obstacles to Effective Utilization of Instructional Materials in Secondary Schools

Just like other aspects of education, instructional materials utilization is very important in the process of teaching and learning . That is why, Grabe and Grabe (2008), noted that if teachers want to search for more effective learning experiences for their students, they need to have some general ideas about productive learning experiences that integrating instructional technology enhances. However, Misoy (2007), reveals that instructional materials for teaching and learning process was neither inadequate nor available. Some of the resources are available but inadequate were manila papers, brochures, journals, pamphlets and pictures.

Furthermore, audio-visual resources such as films, slides, radios, television and tapes were not available. Models and specimen were not available and yet they can be improvised. Omwenga (2001), noted that while many teachers complain about lack of instructional resources, they are guilty of not using what is available. Bakare (2006), observed the following problems to effective use of instructional materials: Emotion and Feelings: The way a communicator reacts spontaneously and negatively will affect his/her message and such may lead to distortions of the message during presentation. Self-concept or personal or Audience Perception: This is a psychological term which refers to the learners self-worth, perception of self and interpretation of other people's perception or individuals. Learners have their various levels of understanding of how they use things, or how any of the parties involved in communication achieve a message, goes a long way towards affecting the truth about it.

More so, Aduwa-Ogiegbaen and Imogie (2006), noted that, the learners feeling of adequacy, its expectancy level and aspiration level in learning are largely determined by sense of positive self worth. External Disturbances and noise could discomfort information. Students' cultural background or educational level of the learners affects communication. The cultural background of students contributed to the problem militating against the effective use of instructional materials, thus affecting the academic performance in Islamic studies as an individual learning is generally affected by his or her cultural background and the opportunities provided for formal education in that culture. In fact, individual learning and problem-solving strategy may be said to be largely a product of his or her cultural stimulation. The experiences collected from formal and informal training received in individuals culture, also help to direct his or her future learning strategies and serve as learning core for reducing the thresholds of learning competence.

Conflict in goals or objectives – results when the instructional material used and the goals are not properly defined and streamlined. Motivation: motivation is a very important factor or problem militating against effective use of Islamic studies instructional materials in school learning. According to Makinde in Abdo and Semela (2010), motivation is often described as the drive to action, hence school psychologists, guidance and counselling specialists as well as educators are concerned with motivation factors in school learning. Whenever motivation is absent in the process of learning, effective learning will not take place. Most students studying various subjects in secondary schools in present day Nigeria, have no interest in the subjects they are studying.

Also, Imogie in Lawal (2008), remarked that there are numerous problems militating against effective use of instructional materials and acquiring them, such problems is examination consciousness. Teachers and students are always interested to finish the syllabus before the external examinations such as Senior School Certificate Examination (SSCE) conducted by West African Examination Council (WAEC) and the National Examination Council (NECO). Therefore, they lack time to acquire instructional materials for effective teaching and students memorises their work as they considered that by acquiring the materials is time waste. Kareem (2009), indicated that lack of space to keep the learning materials, often makes it difficult to acquire learning materials. According to him, many classrooms are overcrowded which would not allow for thorough supervision by the teacher. Hence, lack of space to keep learning materials always discourage teachers to create learning materials and therefore, depend much on talk and chalk leading to distract verbalism. William (2008), concluded that insufficient fund make it difficult for teachers to acquire learning materials. William (2008), further reported how lack of fund resulted to inability of Islamic studies teachers to produce learning materials and is amused of how a principal failed to make money available

to purchase cardboard. This is how the ambition of many teachers is being killed through lack of fund in many secondary schools.

2. 10 Empirical Studies

There have been several studies on instructional materials and academic achievement. For instance, Isola (2010), conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE) in Kwara State. Four (4) research objectives, questions and hypotheses were formulated and guided the study. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on students' achievement in each of the subjects.

In a study conducted by Moronfola (2009), on Effect of instructional resources on the academic achievements of secondary school students in Ilorin local government of Kwara state". The study was guided by seven (7) research objectives, questions and hypotheses. Using questionnaire to collect data on the material resources available for the teaching of some selected subjects, in ten secondary schools and its influence on students' achievements in each of the selected subjects and amount of resources available for the teaching of the subjects, found a significant effect of instructional resources on the students' academic performance in these subjects.

Similarly, Ibrahim (2008), carried out a research study titled Effects of Instructional Materials on Students' Performance in Social Studies in selected Secondary Schools in Kano State. The target population was fourteen (14) junior secondary schools out of which eight (8) secondary schools were selected as the sample by simple random

sampling. Three (3) null hypotheses were stated which were tested using correlation coefficient test statistics at 0.5 level of significance, and all the three (3) null hypotheses were accepted. The results showed that about 80% of the respondents did not make use of the instructional materials appropriately which had negative effects on the performance of students in Social Studies in junior Secondary Schools in Kano State.

Also, Oshadumi (2007), also carried out a research study titled: Impact of Instructional Materials on Students Academic Achievement in agricultural science at secondary Schools in Okene LGA, Kogi State. The target population was seventeen (17) secondary schools out of which ten (10) secondary schools were selected as the samples by simple randomization. The instrument used in collecting the data was questionnaire. Four (4) null hypotheses were stated which were tested using correlation coefficient test statistics at 1.00 level of significance. All the four (4) null hypotheses were rejected. The results showed that about 70% of the respondents made use of the instructional materials effectively which had positive impact on the students' academic achievement in agricultural science in Okene LGA.

Consequently, Uyagu (2009), conducted a research titled: Effects of Instructional Materials' Usage and Teachers' Quality on Students' Academic Performance in sciences in Senior Secondary Schools in Zaria LGA in Kaduna State. The target population was fifteen thousand four hundred and thirty (15,430) senior secondary school students from twenty-four (24) secondary schools in Zaria LGA and one thousand and thirty-three (1,033) teachers. Sample of eighty (80) students was randomly selected with nine (9) teachers. Three (3) null hypotheses and three (3) research questions were formulated to guide the study. t-test statistical tool was used in testing the null hypotheses at 0.05 level of significance. The findings revealed that students performed better when appropriate and improvised materials were made available and utilized in teaching Islamic studies

and teachers possessing good qualifications enhanced students performance in Islamic studies .

Olagunju and Abiona (2008), assessed the production and utilization of resources in Biology Education : A Case Study of South West Nigerian Secondary Schools. The study was guided by three (3) research questions and two (2) hypotheses. The study employed descriptive survey method and 450 teachers from 150 randomly selected secondary schools in Oyo, Ogun, Osun, Lagos and Ondo States were used. Two instruments were prepared, validated and used for collecting data. Chi-square, percentages and t-test statistics were used in data analysis. Three research questions and two hypotheses were addressed and tested. The findings revealed that, Less than average number of teachers produce material resources; Few teachers use microscope, magnifying glasses, preserved specimen, models, quadrat and aquarium and Male teachers' perception of utilization of resources is significantly higher than their female counterparts. Appropriate recommendations were made for effective teaching learning process.

Kibuuka (2010), conducted a study on perceptions of educational resources on internal efficiency in the upper primary school system in Wakiso district. The study sought to establish whether availability of educational resources had an effect on the internal efficiency in form of human resources, instructional materials and financial resources. The study was guided by three (3) research questions and hypotheses. Descriptive cross-sectional survey design was employed and the data were collected using questionnaires, interview guide, observation, check list, and documentary analysis. Data were analyzed using simple percentages which were calculated from the frequencies percentages of the data in the tables. The study revealed that the availability of educational resources all had a positive correlation with the internal efficiency in the schools in the upper primary in Wakiso District. Many schools lacked adequate educational resources in form of human resources instructional

materials and funds and this greatly contributed to in their internal inefficiency in form of increased school dropouts, increased repetitions and poor performance. In area where educational resources were relatively available, internal efficiency was at a relatively improved level.

Ekundayo and Alonge (2012), conduction a study on human and material resources as correlates of academic performance of private and public secondary school students in Ondo state, Nigeria. The study was guided by five (5) hypotheses and descriptive survey method. An inventory format was designed and used to collect data from a sample of 65 public and 49 private secondary schools selected through a stratified random sampling. The hypotheses were tested at 0.05 level of significance. Pearson product moment correlation and t-test statistic were used to test the hypotheses. The study showed that human and material resources were not significantly related to students' academic performance in both public and private schools. The study also revealed that there was no significant difference in human resources availability in the two schools. It was also revealed in the study that private schools were better equipped in terms of material resources than the public schools and those private schools had better academic performance than the public schools in public examinations. It was therefore recommended that both human and material resources should be well and adequately utilised to ensure better academic performance. It was also recommended that government should live up to her responsibility of providing adequate and relevant materials to the public schools so as to ensure better academic performance of the students.

Osarenren-Osaghae and Irabor (2012), conducted a research on Availability and Adequacy of Human and Material Resources for the Teaching and Learning of Skill-based Courses in Nigeria Public Universities. The study was guided by three (3) objectives and research questions, while two (2) hypotheses were formulated. The population of this study consisted of academic staff and final year students of 2009/2010 academic session in

Nigerian Public Universities. The instruments used to collect data were the questionnaire and checklist. The researcher personally visited the ten (10) institutions that were earlier selected through stratified random sampling, and administered questionnaires to the respondents who numbered 1750 but only 1500 were returned. Data was analyzed using the mean statistics, percentage and t-test, the finding amongst other findings was that: the human and material resources on ground for the teaching and learning of skill-based courses in Nigerian Public Universities did not match the minimum standard requirement recommended by the National Universities Commission. Based on these findings, recommendations such as government, non-government organization and good citizens should ensure to provide the needed human and material resources to help in the production of skilled graduates for national development were made amongst others, hopefully when adhered to, would yield positive results.

Uchendu, Ekanem and Jonah (2013), examined resource maintenance for the provision of educational services in public and private secondary schools in Rivers state, Nigeria. To achieve the purpose of the study two hypotheses were formulated to guide the study. The study utilized a descriptive survey research design and stratified random sampling technique was used to sample seven hundred and thirty eight (738) principals and vice principals from the population of one thousand five hundred and fifteen (1,515) principals and vice principals of public and private secondary schools in Rivers States. Data were collected using researchers' constructed questionnaire titled "Resource Maintenance for the Provision of Educational Services Questionnaire (RMPESQ)". The major limitation is that, is the terrain did not give us easy access to some areas for data collection. The mean, mean set and rank order as well as standard deviation and t-test were used in analyzing the null hypotheses. Result obtained shows that maintenance culture in both public and private secondary school is poor; the school physical resources are regularly maintained. Physical resources in schools if properly maintained influence the provision of educational service and

students academic performance in Rivers State; that funds is the major problem militating against the maintenance of school resources.

Okoji (2013), studied Availability and utilization of instructional facilities as correlates of adult learners' academic performance in lead city university Oyo state, Nigeria. Three objectives, research questions and hypotheses guided the study. The population of the study was constituted by 230 adult learners and 20 lecturers in three faculties in Lead City University, Ibadan. Two instruments were used for the study, they were Adult Learners' Assessment Instruments (ALAI) and Lecturers' Assessment Instrument (LAI). The reliability for Adult Learners Assessment Instruments (ALAI) was r= 0.85 while Lecturers Assessment Instrument (LAI) was r= 0.86 t test on difference between Teaching qualification and the use of instructional materials in teaching adult learners shows t=1.06 at $p > 0.05$, t test on difference between the use of instructional materials and adult learners' learning process shows t= 4.89 at $p < 0.05$,, t-test on difference between problems associated with the use of instructional materials and reasons why teachers do not use instructional materials shows t=7.958 at $p< 0.05$. Thus, it was concluded that the lecturers should be encouraged to use and try to improvise instructional materials for effective teaching in the University.

Suleiman (2014), conducted a study on assessment of availability and utilization of textbooks for teaching and learning English language in senior secondary schools in Kaduna state. This study employs a survey design in the assessment of availability and utilisation of textbooks in teaching and learning English language in Senior Secondary Schools in Kaduna State. The study was guided by three (3) research objectives, questions, hypotheses and basic assumptions. A 23 items questionnaire were used to collect data and in answering the research questions that guided this study. A total population of 265 English language teachers were used for the study. Simple descriptive statistics in form of frequencies and percentages were used to analyse the data to answer the three research questions. The findings of this

study showed that, the first research question was rejected while the other two questions were accepted. The result revealed that Senior Secondary Schools in Kaduna State had inadequate textbooks and learning materials. It was recommended that Kaduna State Government should establish a textbook and instructional materials distribution policy to ensure equal distribution ratio of one to one to every student, across the State.

Turba (2015), surveyed "the availability and use of instructional materials for art teaching in four colleges of education in Kaduna and Plateau states, Nigeria". The population for the study consisted of a total number of 174 art students and 45 art teachers making a total of 219 from the four colleges of education being covered in the study. Four research objectives, questions and hypotheses guided the study. Descriptive survey method was employed. The instrument used for data collection consisted of two sets of questionnaires, they are Art Teachers Inventory Questionnaire (ATIQ) and Art Students Inventory Questionnaire (ASIQ). The major findings of the study indicate; Inadequate modern instructional materials in Colleges of education in Kaduna and Plateau states, the adequacy and use of such instructional materials for teaching Fine and Applied Arts was far below average as the modern materials were not available, Teachers competence on the use of modern instructional materials was more than that of students who largely depended on the colleges to provide them. Teachers and students face some problems which include lack of availability of modern instructional materials. Based on the findings, there is need for all stake holders in the educational sector to provide adequate modern materials. Institution should organize professional workshops and seminars that will guide the teachers on the use of contemporary materials.

Sheu and Ijaiya (2016), examined the influence of resource availability on teachers' job performance in early childhood education. The study was guided by three (3) research questions. Descriptive survey method was employed and the target population of this study

consists of all the Head teachers, Assistant Head Teachers, Teachers and Caregivers of public early childhood schools in Kwara State. The multi stage sampling method was adopted. It was discovered that television sets, DVD and cartoon CD, beds/ baby cots, electricity supply and fans were unavailable while resources such as play toys, nursery books, classrooms, chairs, tables, chalkboard, crayons, wash bowl and wall chart were available in all the sampled schools. The study also revealed that resource availability had a positive significant relationship with teachers' job performance in early childhood schools. It was recommended among others: that government and Non-Government Organizations (NGOs) should donate generously to make resources available for early childhood classes; and resource supply should be periodically evaluated by the Ministry of Education and State Universal Basic Education Board.

Usman (2016), assessed the availability and used of Instructional Materials by secondary school Economics teachers in Kwara State, Nigeria. The study was conducted with four research objectives; also, four research questions were answered while four null hypotheses were tested. The study adopted survey research design. The sample for the study was arrived at using proportionate sampling technique, hence the total of thirty two (32) teachers and three hundred and thirty-six (336) students responded to the questionnaire. The analysis of the data collected was done using both descriptive and inferential statistics. The non-parametric statistic of Chi-square (X2) was used to test the four null hypotheses at 0.05 alpha level of significance. Findings among others shows that: there is a significant difference in the opinions of teachers and students on the availability of instructional materials in teaching economics in senior secondary schools in Kwara state; and that there is a significant difference in the opinions of the respondents on the availability of instructional materials and students‟ academic performance in economics in senior secondary schools in Kwara state.

Abudu, Banjoko and Gbadamosi in Bukari1 and Abra1 (2017), examined the availability and utilization of laboratory resources and achievement of students in Senior Secondary School Chemistry. Two research objectives, questions and hypotheses guided the study. Correlational research design was employed. Participants were 120 SS III students and five Chemistry teachers in the selected Secondary Schools in Ijebu Ode Local Government Area of Ogun State. Participants completed the availability and utilization of laboratory inventory-type questionnaires. Correlation research design was adopted for the study. The data were analyzed on the basis of the two hypotheses, using Pearson Product Moment Correlation. Result shows that there is significant relationship between the utilization of laboratory resources and students' achievement in Chemistry. The result obtained revealed that most Secondary Schools do not have adequate resources for chemistry instruction and the few available resources are not properly utilized for chemistry instructions in schools. This has a strong influence on their academic achievement in the subject.

The present study is similar to the above studies in that, it focused on the instructional materials and is descriptive in nature, which means the researcher will used questionnaire to collect data from the respondents. However, all the studies reviewed above showed focused on effects of instructional materials on academic performance/ achievement of students in secondary schools in WAEC and subjects such as Geography, Social Studies, Agricultural Science and others. The scopes of the various studies includes: Kwara state, Zaria Local Government Area, Kano state, Kogi and Ogun states accordingly.

Furthermore, the present study is unique from the previous studies because it focus on the assessment of utilization of instructional materials in teaching Islamic studies in junior secondary schools in Kaduna state which none of the studies had explored. Moreover, the present study unlike the latter will focus on the teachers and not the

students. Added to this, studies have also been conducted in other subject areas, for instance, Mucai (2013) academic performance, Mubichakani and Koros (2014) mathematics, Nwafor and Eze (2014) Basic sciences among others. But none of these studies focused on Islamic Studies and this made the study unique from others.

Summary

This chapter discussed the constructivist theory founder by Piaget and Brunner theory of instruction. Instructional material was define as materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. On the other hand Islamic studies was as a branch of education which trains the sensibility of pupils in such a manner that their attitude to life and their actions decisions and approaches are governed by the spiritual and deeply felt ethical values of Islam. The chapter also discussed availability of instructional materials in secondary schools. Some of the types of instructional materials identified in this chapter includes: sensory modes, printed and non-printed instructional materials, hardware/equipment and software materials and high technology instructional materials. Also, the chapter discussed access to instructional materials in secondary schools; utilization of instructional materials in secondary schools, benefits of instructional materials in secondary schools; obstacles to effectives utilization of instructional materials for teaching in secondary schools and finally, empirical study

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the methodology adopted in carrying out the research study under the following sub-headings: research design, population, sample and sampling procedure, instrument for data collection, validation of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis respectively.

3.2 Research Design

The researcher employed descriptive survey method for the study. The researcher adopted this design because it is the most appropriate for collecting data on occurring issues/problems in the society. This is based on the submission of Sambo (2011), that, descriptive research design is used when the population of study cannot be accessed in totality. Nevertheless, information is needed upon which certain statements could be made about the whole population.

3.3 Population

The population for the study was all government secondary schools in the three (3) senatorial districts of the Twenty-Three (23) Local Government Areas in Kaduna State. The Islamic Studies teachers' are the target population. The total number of teachers in public junior secondary schools in Kaduna state are Five Thousand Six Hundred and Eighty-three (5,683) (Kaduna state Ministry of education, 2015) with a total population of three thousand five hundred and nineteen (3,519) male teachers and two thousand one hundred sixty – four (2,164) female teachers . Table 1 represents the population of the study.

Table 1: Population of the Study

S/NO.	LGA	Male Teachers	Female Teachers	Total
1	Birnin-Giwa	64	37	101
2	Chikun	160	260	420
3	Giwa	131	62	193
4	Igabi	181	70	251
5	Ikara	104	28	132
6	Jaba	98	50	148
7	Jama'a	131	53	184
8	Kachia	309	90	399
9	Kaduna south	137	276	413
10	Kaduna north	204	388	592
11	Kagarko	212	83	295
12	Kajuru	130	109	239
13	Kauru	92`	31	123
14	Kaura	101	57	158
15	Kubau	117	13	130
16	Kudan	35	21	56
17	Lere	197	60	257
18	Makarfi	73	32	105
19	Sabon Gari	169	150	319
20	Sanga	164	29	193
21	Soba	110	5	319
22	Zangon-Kataf	194	97	291
23	Zaria	256	313	569
	Total	3,519	2,164	5,683

Source: *Kaduna State Ministry of Education (MOE), (2015).*

3.4 Sample and Sampling Techniques

A sample of one-hundred and eighty-three (183) Islamic studies teachers was selected from nine (9) Local Government Areas of the state, three from each senatorial zone. This sample was selected based on the fact that not all the population of teachers stated above are Islamic studies teachers. Purposive and quota sampling techniques were used. The researcher used purposive sampling technique due to the fact that, the study focused on Islamic studies teachers only that teach the subject at junior secondary school level. According to Black (2010) purposive sampling is used when researcher relies on his or her own judgment in choosing members of population to participate in the study. It is used to obtain a representative sample by using a sound judgment, which will result in collection of reliable data, saving time and money.

On the other hand, quota sampling techniques was used in order to allow the researcher to sample Islamic studies in both urban and rural schools in the state as well as male and female Islamic studies teachers in the respective local government areas . This concurs with the view of Saunders and Thornhill (2012) that quota sampling is applied to ensure that sample group represents certain characteristics of the population chosen by the researcher. Below is the sample table:

Table 2: Sample for the Study

S/NO.	LGAs	Location	Male Teachers	Female Teachers	Total
1	Birnin-Giwa	Rural	12	7	19
2	Kaduna North	Urban	16	14	30
3	Giwa	Urban	17	10	27
4	Kagarko	Urban	12	10	22
5	Kajuru	Rural	10	9	19
6	Kauru	Rural	12	10	22
7	Kudan	Rural	10	9	19
8	Makarfi	Rural	10	9	19
9	Zaria	Urban	16	14	30
	Total		**115**	**92**	**207**

3.5 Instrumentation

The researcher used self developed questionnaire as the instrument for the data collection which was made up of questions arranged systematically based on the research questions to collect data and information from Islamic Studies teachers in the nine selected local Government areas of study. The questionnaire for the teachers are divided into two (2) sections: Section 'A' is on bio-data and section 'B' is on questions related to the research questions. Section 'B' is further divided into four (4) parts.

3.5.1 Validation of the Instrument

The instrument used in this study was vetted by the supervisors and senior lecturers and above in the field of curriculum and instruction, and Islamic Studies from the Faculty of Education, Ahmadu Bello University, Zaria. This helped to determine the face and content validity of the instruments. However, all necessary corrections and modifications made by the experts were effected before the production of finally copy.

3.5.2 Pilot Study

A pilot study was carried out in Government Secondary school Tudun Saibu, Government Girls Science Secondary school, Soba and Government secondary School Soba all under soba local government area, which was not part of sampled L.G.As. A total of 30 questionnaires were distributed to the teachers. The purpose of the pilot study was to determine the reliability of the instruments, its difficulty level and also to determine whether the questions were free from ambiguity and whether it had power to discriminate over results. The instrument was personally administered by the researcher. This was to give room for final corrections of the questionnaire items for possible commencement of field work.

3.5.3 Reliability of the Instrument

The data collected from pilot study was tested using Cronbach Alpha method or technique. A reliability co-efficient of .86 was found which indicated that, the instrument was reliable and could be used for the study. This result also clearly agreed with the global standard that any instrument with a coefficient 0.70 and above has a high level of reliability (Sekaran & Bougie, 2010; Aliyu & Mahmood, 2014)

3. 6 Procedure for Data Collection

The researcher administered the instruments (questionnaire) to the respondents with the help of nine (9) research assistants. Before moving to the sampled secondary schools, permission was sought from the Kaduna State Ministry of Education, through a letter of introduction from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The distribution and collection lasted for one month.

3.7 Procedure for Data Analysis

The data collected and the answers to the research questions were analyzed using mean and standard deviation. The mean used for decision making was 2.5. Mean scores from 2.5 and above was accepted while scores below 2.5 was rejected. Four points Likert scale was use in rating the responses of the respondents as follows: Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2points and Strongly Disagree (SD) 1 point.

While, the four (4) null hypotheses were tested using t-test statistical tools at 0.05 level of significance. This is because, it is the most suitable inferential statistical tool which can determine whether significant difference exists or not.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the statistical analysis of the data collected from the teachers on assessment of availability and utilization of instructional materials for teaching Islamic studies in junior secondary schools in Kaduna State. The results obtained from the analysis of data collected and the discussion of the results are presented in this chapter. The data were analysed using the Statistical Package for Social Sciences (SPSS) Version 21. The bio-data of the respondents were analysed using frequencies and percentages, while the research questions were analysed using mean and standard deviation. Also, all the four hull hypotheses were tested using the independent t-test statistics at alpha 0.05 level of significance.

4.2 Description of Study Variables

A total of one hundred and seventy-seven (177) questionnaire was retrieved out of the one hundred and eighty-three (183) questionnaire distributed. This constitute 96.7% of the total sample size and therefore found to be valid according to Adam (2007) for any analysis. The following tables present the frequency and percentage on the bio-data analysis of respondents.

Table 3: Distribution of Respondents by Local Government Areas

LGAs	Frequency	Percentage (%)
Birnin-Giwa	18	10.2
Kaduna North	25	14.1
Giwa	22	12.4
Kagarko	19	10.7
Kajuru	16	9.0
Kauru	21	11.9
Kudan	16	9.0
Makarfi	14	7.9
Zaria	26	14.8
Total	177	100

The distribution indicted that Zaria local government has the highest number of respondents which is 26 respondents that 14.8 % , while Makarfi local government area has the lowest with 14 respondents that 7.9 %. This unequal representation of the Islamic studies teachers is not expected to have any impact on the conclusion and decisions on any of the investigated variables. In Table 3, the respondents are classified by gender. The table shows the Islamic studies teachers by their gender.

Table 4: Distribution of the respondents by their gender

Gender of respondent	Frequency	%
Male	93	57.6
Female	84	42.4
Total	177	100.0

Of the total of 376 respondents involved in the study, 216 or 57.4 were male, while 160 or 42. 41.6% were female. This implies that both male and female students are well represented in this study.

Table 5: Distribution of Respondents by Location

Location	Frequency	Percentage
Urban	90	50.8
Rural	87	49.2
Total	177	100

Table 5 on location of respondents showed that a total of 90 representing 50.8% were respondents for urban schools, while 87 representing 49.2 % were respondents from rural junior secondary schools. This also implies that both urban and rural schools are reasonably well represented in this study.

4.3 Response to Research Questions

The variables investigated in the study are availability of instructional materials, utilization of instructional materials, relevance of the use of instructional materials and obstacles to effective utilization of these instructional materials. In the analysis of the variables, the opinions of the Islamic studies teachers were compared using location and gender as independent variables. These variables are assessed independently with specific research questions and objectives as follows:

Research Question One: What are the types of instructional materials availability for teaching of Islamic studies in junior secondary schools in Kaduna state? Item 1-10 on the questionnaire was used to answer this research question. The answer is showed below on table 6

Table 6: Descriptive statistics on availability of instructional materials for teaching Islamic studies in J.S.S

S/N	Items	Respondents by Gender				Decision
		Male		Female		
		$\bar{\chi}$	S.D	$\bar{\chi}$	S.D	
1	There are enough textbooks, charts, chalkboards and radio tapes for teaching Islamic studies in my school	3.25	.42	3.28	.40	Agreed
2	My school has pictures, newspapers, magazines and bulletins on Islamic studies concepts, practical teaching and topics	2.87	.52	2.86	.56	Agreed
3	My school has films strips for teaching of Islamic studies	2.29	.79	2.21	.74	Disagreed
4	There are television sets in my school for playing Islamic movies which could aid in teaching and learning some Islamic studies concepts, topics and practical aspect	2.00	.80	2.05	.78	Disagreed
5	There are no computers in my school for multi-media instruction in Islamic studies	2.20	.89	2.16	.82	Disagreed
6	My school has no overhead projectors used for teaching of Islamic studies	2.14	.86	2.20	.88	Disagreed
7	There are overhead transparencies in my school that can be used for teaching and learning of Islamic studies	2.22	.83	2.25	.80	Disagreed
8	There are flip charts in my school that can be use by Islamic studies teachers	2.67	.53	2.53	.58	Agreed
9	There are posters and drawings on Islamic studies in my school	2.90	.52	2.78	.50	Agreed
10	My school provide Islamic studies teachers with cardboard papers in order to prepare / improvise instructional materials for teaching.	3.10	.54	3.02	.51	Agreed
	Cumulative Mean	2.56		2.53		

Table 6 showed that, respondents agreed with item 1, 2, 8, 9 and 10 as available instructional materials for teaching Islamic studies in their various schools. However, the respondents attested to the fact, items 3, 4, 5, 6 and 7 are instructional aides that are not available. The analysis depicted that, textbooks, charts, chalkboards, pictures, newspapers, magazines, bulletins, improvised teaching aides, computers, flip charts and cardboard are the

available instructional materials for teaching Islamic Studies in junior secondary schools in Kaduna state. The cumulative mean of items in table 1 is 2.56 for Male Islamic studies teachers and 2.53 for Islamic studies teachers which was greater than 2.50. Also, the standard deviation of all the items was less than 1.00, which was a lower value, meaning that majority of the respondents had similar view on the items in table 6.

Research Question Two: Which of the instructional materials are utilized by Islamic Studies teachers for instruction of Islamic studies in junior secondary schools, Kaduna state? Item 11-20 on the questionnaire was used to answer this research question. The answer is showed on table 7:

Table 7: Descriptive statistics on instructional materials utilized for teaching Islamic studies in J.S.S

S/N	Items	Respondents by Location				Decision
		Urban		Rural		
		$\bar{\chi}$	S.D	$\bar{\chi}$	S.D	
11	I use textbooks, charts, chalkboards and radio tapes for teaching Islamic studies in my school.	3.89	.56	3.77	.58	Agreed
12	I use pictures, newspapers, magazines and bulletins to teach Islamic studies in my school.	2.76	.67	2.89	.50	Agreed
13	I use films strips to teach Islamic studies in my school	1.56	.97	1.50	.89	Disagreed
14	I use television sets in my school for playing Islamic movies which could aid in teaching of some Islamic studies concepts, topics and practical aspect.	1.89	.78	1.67	.90	Disagreed
15	I use computers in my school for multi-media instruction in Islamic studies	1.91	.89	1.78	.77	Disagreed
16	I use overhead projectors to teach Islamic studies in my school.	1.78	.78	1.71	.80	Disagreed
17	I use overhead transparencies in my school to teach students Islamic studies	1.67	.87	1.78	.82	Disagreed
18	I use flip charts in my school to teach students Islamic studies.	3.38	.56	3.30	.50	Agreed
19	I use posters and drawings to teach Islamic studies in my school	3.33	.56	3.37	.53	Agreed
20	Islamic studies teachers are provided with cardboard papers in order to prepare / improvise instructional materials for teaching.	3.67	.58	3.89	.52	Agreed
		2.58		2.57		

Table 7 depicted that, urban and rural Islamic studies teachers agreed with item 11, 12, 18, 19 and 20 as instructional materials utilized in teaching Islamic Studies in junior secondary schools. Nonetheless, the teachers confirm that, item 13, 14, 15, 16 and 17 that is, films strips, television sets, radio tapes, computers and overhead transparencies were not available for utilization in teaching Islamic Studies in junior secondary schools in Kaduna state. The cumulative mean of items in table 2 was 2.58 for urban Islamic studies teachers and 2.57 for rural Islamic studies teachers which was greater than 2.5. Also, the standard deviation

of all the items was less than 1.00, which was a lower value. This signified that majority of the respondents had correlated view on the items in table 7.

Research Question Three: In what way are instructional materials relevant to Islamic studies teachers in junior secondary schools, Kaduna state? Item 21-35 on the questionnaire was used to answer this research question. The answer is showed on table 8.

Table 8: Descriptive statistics on relevance of instructional materials for teaching Islamic studies in J.S.S

S/N	Items	Respondents by Gender				Decision
		Male		Female		
	Instructional materials:	$\bar{\chi}$	S.D	$\bar{\chi}$	S.D	
21	provides Islamic studies teacher with the means of exposing the students to a wide range of learning activities.	3.23	.56	3.26	.61	Agreed
22	ensure active students' participation in learning	3.44	.51	3.40	.54	Agreed
23	do not assist Islamic Studies teachers to facilitate learning for all students	1.47	.93	1.50	.51	Disagreed
24	help to make abstract concepts and ideas concrete in teaching and learning of Islamic Studies	3.09	.51	3.10	.59	Agreed
25	help to emphasize facts and to clarify difficulties topics in Islamic studies	1.56	.88	1.66	.92	Agreed
26	stimulate students learners' interest	3.38	.56	3.35	.51	Agreed
27	help Islamic studies teachers to extend their teaching horizons of experiences	3.40	.52	3.33	.59	Agreed
28	do not help students to proceed at their own pace with the opportunity of reviewing	1.98	.79	1.90	.89	Disagreed
29	assist Islamic studies teachers to explain new concepts clearly	3.44	.46	3.37	.51	Agreed
30	do not help students to use their senses by associating them with certain conditions, situation or phenomena.	2.15	.91	2.10	.89	Disagreed
31	help the teacher to provide his students with meaningful source of information.	3.42	.53	3.43	.52	Agreed
32	increase the efficiency of the Islamic studies teacher by providing tutorials and response guidance for individual students and small groups.	3.40	.49	3.33	.51	Agreed
33	do not allow students share equally from the same teaching experience	2.00	.89	1.95	.90	Disagreed
34	do not help Islamic studies teachers to hold the leaner's attention	1.95	.85	1.84	.90	Disagreed
35	do not supply concrete basis for conceptual thinking	1.90	.86	1.89	.80	Disagreed
	Cumulative Mean	2.65		2.63		

Table 8 showed that, male and female Islamic studies teachers agreed with item, 22, 22, 24, 25, 26, 27, 29, 31 and 32 that is, the use of instructional materials provides Islamic

studies teacher with the means of exposing the students to a wide range of learning activities, ensure active students' participation in learning, help to make abstract concepts and ideas concrete in teaching and learning of Islamic Studies, help to emphasize facts and to clarify difficulties topics in Islamic studies, stimulate students learners' interest, help Islamic studies teachers to extend their teaching horizons of experiences, assist Islamic studies teachers to explain new concepts clearly, help the teacher to provide his students with meaningful source of information and also, increase the efficiency of the Islamic studies teacher by providing tutorials and response guidance for individual students and small groups.

Nevertheless, the respondents disagreed with item 23, 28, 30, 33, 34 and 35. The cumulative mean for the items was 2.65 for male teachers and 2.63 for female Islamic studies teachers which was greater than 2.5. Also, the standard deviation of all the items was less than 1.00, which was a lower value. This implied that majority of the respondents had similar view on the items in table 8.

Research Question Four: What are the obstacles to effective utilization of instructional materials by Islamic Studies teachers in junior secondary schools, Kaduna state? Item 21-35 on the questionnaire was used to answer this research question. The answer is showed on table 9

Table 9 Descriptive statistics on obstacles to effective utilization of instructional materials by Islamic Studies teachers in junior secondary schools

S/N	Items	Respondents by Location				Decision
		Urban		Rural		
		$\bar{\chi}$	S.D	$\bar{\chi}$	S.D	
36	Lack of time in using the instructional materials	2.89	.43	2.86	.46	Agreed
37	Enough skills in using of instructional materials	2.00	.72	2.10	.70	Disagreed
38	Inadequate fund for buying the instructional materials	3.47	.49	3.40	.50	Agreed
39	Adequate experience and skills in using instructional materials	1.29	.78	1.40	.66	Disagreed
40	Inability to keep up with the technology used for instructional materials	2.56	.62	2.68	.55	Agreed
41	No intent of the school to support the use of instructional materials	3.55	.49	3.59	.42	Agreed
42	Intent of the teachers themselves to use instructional materials	1.65	.71	1.63	.75	Disagreed
43	Adequate number of instructional materials	1.68	.89	1.70	.85	Disagreed
44	Incompatibility between the available instructional materials and the lessons/ learning objectives	3.12	.53	3.20	.50	Agreed
45	Lack of suitable places to keep or store the instructional materials	3.05	.55	3.12	.50	Agreed
46	Inconvenience in moving or installing/ placing the instructional materials	2.56	.53	2.60	.55	Agreed
47	Incompatibility between the instructional materials available and age of the learners	3.00	.60	3.10	.51	Agreed
48	Broken and out of order instructional materials	3.37	. 42	3.48	.46	Agreed
	Cumulative Mean	2.63		2.68		

Table 9 depicted that, urban and rural Islamic studies teachers agreed with item, 36,38, 40, 41, 44, 45, 46, 47 and 48 that is, some of the obstacles to use of instructional materials among Islamic studies teacher are lack of time in using the instructional materials, inadequate fund for buying the instructional materials, inability to keep up with the technology used for instructional materials, no intent of the school to support the use of instructional materials, incompatibility between available the instructional materials and the lessons/ learning objectives, lack of suitable places to keep or store the instructional

materials, inconvenience in moving or installing/ placing the instructional materials and broken and out of order instructional materials

On the other hand, the respondents disagreed with item 37, 39, 42 and 43. The cumulative mean for the items was 2.63 for urban Islamic studies teachers and 2.68 for rural Islamic studies teachers which were greater than 2.5. Also, the standard deviation of all the items was less than 1.00, which was a lower value. This implied that majority of the respondents had similar view on the items in table 9.

4.3 Hypotheses Testing

The data collected were analyzed using t-test at $p \leq 0.05$ in line with the stated hypotheses. The results of each of the hypothesis tested are presented as follows:

Hypothesis One: There is no significant difference between the responses of male and female teachers on instructional materials available for teaching of Islamic studies in junior secondary schools, Kaduna State.

Independent sample t-test was used to test this null hypothesis. The summary of the computation is presented in Table 10.

Table 10: Summary of independent sample t-test by gender

Sex	N	Mean	SD	T	df	P	Mean Difference	Std. Error Difference
Male teacher	93	2.56	0.6712	1.31	175	.193	0.03	0.607
Female teacher	84	2.53	0.6961					
Total	**177**							

Table 10 summarised the results of independent sample t-test of male and female teachers on available instructional materials for teaching Islamic Studies . The mean score of male teachers (M=2.56, SD=0.6712) was higher than that of female teachers (M=2.53, SD=0.6961). The mean difference between male and female teachers was 0.03 in favour of male teachers. This is supported by t(175)=1.31, p=0.193>0.05; the null hypothesis that stated no significant difference was retained. Therefore, was no significant difference

between the responses of male and female teachers on instructional materials available for teaching of Islamic studies in junior secondary schools, Kaduna State.

Hypothesis Two: There is no significant difference between the responses of urban and rural teachers on utilization of instructional materials for teaching Islamic Studies in junior secondary schools, Kaduna State.

Independent sample t-test was used to test this null hypothesis. The summary of the computation is presented in Table 11.

Table 11: Summary of independent sample t-test by Location

Location	N	Mean	SD	T	df	P	Mean Difference	Std. Error Difference
Urban teacher	90	2.58	0.6233	1.56	175	.221	0.01	0.241
Rural teacher	87	2.57	0.6740					
Total	**177**							

Table 11 summarised the results of independent sample t-test of urban and rural teachers on utilization of instructional materials for teaching Islamic Studies. The mean score of urban teachers (M=2.58, SD=0.6233) was higher than that of rural teachers (M=2.57, SD=0.6740). The mean difference between urban and rural teachers was 0.01 in favour of urban teachers. This is supported by t(175)=1.56, p=0.221>0.05; the null hypothesis that stated no significant difference was retained. This implied that, significant difference did exist between the responses of urban and rural teachers on utilization of instructional materials for teaching Islamic Studies in junior secondary schools, Kaduna State.

Hypothesis Three: There is no significant difference between the responses of urban and rural teachers on relevance of instructional materials in teaching of Islamic Studies in junior secondary schools, Kaduna State.

Independent sample t-test was used to test this null hypothesis. The summary of the computation is presented in Table 12.

Table 12: Summary of independent sample t-test by Gender

Sex	N	Mean	SD	T	df	P	Mean Difference	Std. Error Difference
Male teacher	93	2.65	0.6142	1.24	175	.114	0.02	0.331
Female teacher	84	2.63	0.6434					
Total	**177**							

Table 11 summarised the results of independent sample t-test of male and female teachers on relevance of instructional materials in teaching of Islamic Studies. The mean score of male teachers (M=2.65, SD=0.6142) was higher than that of female teachers (M=2.63, SD= 0.6434). The mean difference between male and female teachers was 0.02 in favour of male teachers. This is supported by t(175)=1.24, p=0.114>0.05; the null hypothesis that stated no significant difference was retained. This inferred that, there was no significant difference between the responses of urban and rural teachers on relevance of instructional materials in teaching of Islamic Studies in junior secondary schools, Kaduna State.

Hypothesis Four: There is no significant difference between the responses of male and female teachers on obstacles faced in utilization of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna State.

Independent sample t-test was used to test this null hypothesis. The summary of the computation is presented in Table 13.

Table 13: Summary of independent sample t-test by Location

Location	N	Mean	SD	T	df	P	Mean Difference	Std. Error Difference
Urban teacher	90	2.63	0.8811	1.66.	175	.141	0.05	0.311
Rural teacher	87	2.68	0.8512					
Total	**177**							

Table 13 analyzed the results of independent sample t-test of urban and rural teachers on obstacles faced in utilization of instructional materials. The mean score of urban teachers (M=2.63, SD=0.8811) was less than that of rural teachers (M=2.68, SD=0.8512). The mean difference between urban and rural teachers was 0.05 in favour of rural teachers. This is supported by t(175)=1.66, p=0.141>0.05; the null hypothesis that stated no significant

difference was retained. This established that, significant difference did not exist between the responses of male and female teachers on obstacles faced in utilization of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna State.

4.5 Summary of Major Findings

A summary of the tested hypotheses in the study is presented as follows:

1. There was no significant difference between the responses of male and female teachers on instructional materials available for teaching of Islamic studies in junior secondary schools, Kaduna State.
2. Significant difference did not exist between the responses of urban and rural teachers on utilization of instructional materials for teaching Islamic Studies in junior secondary schools, Kaduna State.
3. There was no significant difference between the responses of urban and rural teachers on relevance of instructional materials in teaching of Islamic Studies in junior secondary schools, Kaduna State.
4. Significant difference was not found between the responses of male and female teachers on obstacles faced in utilization of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna State.

4.6 Discussion

Discussions of findings are done in view of the hypotheses tested and research questions answered. The first finding revealed that there was no significant difference between male and female teachers' responses on available instructional materials in teaching of Islamic Studies in JSS in Kaduna State, therefore the null-hypothesis was retained. This result therefore means that, the two groups had like views on available instructional materials for teaching Islamic studies in junior secondary schools in Kaduna State. Also, the descriptive analysis showed that textbooks, charts, chalkboards, pictures, newspapers, magazines,

bulletins, improvised teaching aids, flip charts and cardboard were the available instructional materials for teaching Islamic Studies in junior secondary schools in Kaduna State. This agreed with the finding of Nwafor and Eze (2014), that most common instructional materials available were two dimensional instructional materials which include textbooks, charts, chalkboards, pictures, newspapers, magazines, bulletins among others. Also, Aduwa-Ogiegbaen and Imogie (2005), noted that, textbooks, filmstrips, maps, chart, graphs, chalkboards, pictures, newspapers, magazines and many more are the instructional materials available for teaching in schools.

In the second finding, the analysis revealed that, there was no significant difference between urban and rural teachers' responses on instructional materials utilized for teaching of Islamic Studies in JSS in Kaduna State. Also, the descriptive analysis showed that both urban and rural teachers utilise textbooks, charts, chalkboards, pictures, newspapers, magazines, bulletins, improvised teaching aides, flip charts and cardboard as instructional materials for teaching Islamic Studies in junior secondary schools in Kaduna State. This agreed with the finding of Yusuf (2007), that teachers mostly utilize textbooks, newspapers, magazines, government documents, teachers' guide, duplicated materials, journals, handbook, bulletins, pictures, work books, pamphlets, leaflets as instructional materials for teaching. More so, Kadzera (2006) noted that there was infrequent use of higher order instructional technologies such as overhead projectors, videos and computers.

The third finding indicated no significant difference between urban and rural teachers' responses on relevance of instructional materials in teaching of Islamic Studies in junior secondary school. This was further buttressed by the descriptive analysis which showed that both male and female teachers affirmed that the use of instructional materials help students to bring into play their senses by associating them with certain conditions, situation or phenomena, visualize and compare things by physical testing, smelling, seeing

and touching with the use of instructional materials, help students to develop their physical abilities, recall easily what they have learnt, comprehend easily, develop active interest in any topic introduced by the teacher, brings clarity and creates recognition that allows students to have a realistic learning and a total knowledge of the subject and improve the competence of students. The finding agreed with the findings of Uyagu (2009), which revealed that students performed better when appropriate and improvised materials were made available and utilized in teaching Islamic studies and teachers possessing good qualifications enhanced students performance in Islamic studies .

Furthermore, Chiriswa (2008), also reaffirmed the relevance of instructional materials and submitted that, effective teaching and learning depends on the utilizations of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in examination. In the same vein Oladipo (2001), asserted that instructional materials are important tools for enriching, visualizing, simplifying, transmitting and accelerating the teaching and learning processes, thus enhance students' academic performance in secondary schools. He further said that, effective instruction with instructional materials in the classroom requires careful planning by the teacher.

The fourth finding revealed no significant difference between the responses of male and female teachers on obstacles faced in utilization of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna State. This was further supported by the descriptive analysis which depicted that the responses agreed that some of the obstacles to use of instructional materials among Islamic studies teacher are lack of time in using the instructional materials, inadequate fund for buying the instructional materials, inability to keep up with the technology used for instructional materials, no intent of the school to support the use of instructional materials, incompatibility between available the

instructional materials and the lessons/ learning objectives, lack of suitable places to keep or store the instructional materials, inconvenience in moving or installing/ placing the instructional materials and broken and out of ordered instructional materials.

The above finding concurred with the submission of Kareem (2009) that lack of space to keep learning materials always discourage teachers to create learning materials and therefore, depend much on talk and chalk leading to distract verbalism. Also, William (2008) stated that insufficient fund make it difficult for teachers to acquire learning materials. This is how the ambition of many teachers is being killed through lack of fund in many secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary on assessment of availability and utilization of instructional materials for teaching Islamic Studies in Junior Secondary Schools, Kaduna State was presented. Among others, the chapter include the conclusion and recommendations based on the findings.

5.2 Summary

The study was structured into five chapters. Chapter one gave the background of the study, statement of the problem, the objectives, research questions, and the study's hypotheses. The scope and delimitation of the study were also given within the chapter. Chapter two consisted of the review of the related literatures to the study. Chapter three gave the methodology used in study. The result and discussion of the findings from the analyzed data were presented in chapter four. This chapter is also made up of the description of the demographic variables of the respondents, their opinion on the variables investigated and a test of the hypotheses. In all, four null hypotheses were tested.

From the result of the tests revealed no significant difference exist between the responses of male and female teachers on instructional materials available for teaching of Islamic studies in junior secondary schools, Kaduna State; There was significant difference between the responses of urban and rural teachers on utilization of instructional materials for teaching Islamic Studies in junior secondary schools, Kaduna State. Also, significant difference was found between the responses of urban and rural teachers on relevance of instructional materials in teaching of Islamic Studies in junior secondary schools, Kaduna State. Finally, the study revealed that significant difference between the responses of male

and female teachers on obstacles faced in utilization of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna State.

5.3 Conclusion

Based on the findings of this study, it was concluded that:

Instructional materials such as overhead projectors, film strips, videos and computers are inadequate and as such barely utilized in teaching process in junior secondary schools in Kaduna state. Moreover, the effective use of instructional material helps students to bring into play their senses by associating them with certain conditions, situation or phenomena, students can visualize and compare things by physical testing, smelling, seeing and touching with the use of instructional materials, help students to develop their physical abilities, recall and comprehend easily what they have learnt/ learning. However, the utilization of theses instructional materials are obstructed due to lack of time in using the instructional materials, inadequate fund for buying the instructional materials, inability to keep up with the technology used for instructional materials, lack of suitable places to keep or store the materials, inconvenience in moving or installing/ placing the materials and broken and out of order instructional materials.

5.4 Recommendations

Based on the findings in this study, it was recommended as follows:

1. The state ministry of education should provide junior secondary schools in Kaduna state with higher instructional materials such as overhead projectors, film strips, videos and enough computers in order to promote quality teaching and learning in JSS.
2. There is urgent need for government and other stakeholders in education to organize regular workshops/seminars for Islamic Studies teachers and principals on the importance and current developments and progress in the utilization of instructional materials and resources in Islamic studies teaching in the junior secondary schools.

3. The supervisors should ensure regular supervision to enhance effective use of instructional materials and resources in the teaching of Social Studies in the junior secondary schools.
4. The government and relevant stakeholders in education should make funds available for buying of needed instructional material for teaching of Islamic studies in junior secondary schools in the state .

5.5 Contribution to Knowledge

Based on the findings of the study, the following are the contribution to knowledge:

1. Difference did not exist between male and female teachers on instructional materials available for teaching of Islamic studies in junior secondary schools, Kaduna State.
2. Utilization of instructional materials among urban and rural Islamic Studies teachers in junior secondary schools, Kaduna State did not significantly differ.
3. Urban and rural teachers had correlated responses on relevance of instructional materials in teaching of Islamic Studies in junior secondary schools, Kaduna State.
4. Significance difference did not exist between male and female teachers on obstacles faced in utilization of instructional materials for teaching of Islamic Studies in junior secondary schools, Kaduna State.

5.6 Recommendations for Further Research

Further studies in a number of areas related to the general use of instructional materials and attitude of teachers and students in various levels of education will provide a rewarding research experiences. For examples:

1. A research should be done to examine competencies of teachers in utilization of instructional materials in secondary school.
2. A research should be done to examining government allocation for purchase of instructional materials.

3. A similar research study could be carried out in private schools in the Kaduna State.
4. A study on the factors influencing the selection of instructional materials in secondary schools should be conducted.

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Appendix A: Questionnaire

Assessment of Availability and Utilization of Instructional Materials for teaching Islamic Studies Questionnaire

Department of Educational Foundation and Curriculum

Faculty of Education

Ahmadu Bello U university, Zaria

Date…….....

Dear Respondent,

I am a student in the above named department conducting a research on "***Assessment of Availability and Utilization of Instructional Materials for teaching Islamic Studies in Junior Secondary Schools, Kaduna State****"*. Your responses are basically for research purposes. You are requested to participate in this study and information you provide will be treated in strict confidence.

You are, therefore, kindly requested to honestly provide the required information to the best of your ability.

Thank you.

Signed

Maryam Ningi MUHAMMED
M.Ed/EDUC/33201/2012-13

Section A: Bio-data

Please tick (√) in the appropriate column

1. Gender: (a) Male [ ] (b) Female [ ]
2. Teaching : (a) 0- 5 years [ ] (b) 6-10 years [ ] (c) 11 and Above [ ]
3. Location: (a) Urban [ ] (b) Rural [ ]
4. Highest Qualification: (a) N.C.E/Diploma [ ] (b) B.Ed/ B.Sc/B.A [ ] (c) M.Ed [ ] (d)PhD [ ]

Section B: Availability of instrumental materials for teaching Islamic studies in J.S.S

Please tick (√) appropriately in the column that corresponds with your view

Strongly Agree (S.A), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Items Statement	**4** S.A	**3** A	**2** D	**1** SD
1	There are enough textbooks, charts, chalkboards and radio tapes for teaching Islamic studies in my school				
2	My school has pictures, newspapers, magazines and bulletins on Islamic studies concepts, practical teaching and topics				
3	My school has films strips for teaching of Islamic studies				
4	There are television sets in my school for playing Islamic movies which could aid in teaching and learning some Islamic studies concepts, topics and practical aspect				
5	There are no computers in my school for multi-media instruction in Islamic studies				
6	My school has no overhead projectors used for teaching of Islamic studies				
7	There are overhead transparencies in my school that can be used for teaching and learning of Islamic studies				
8	There are flip charts in my school that can be used by Islamic studies teachers				
9	There are posters and drawings on Islamic studies in my school				
10	My school provide Islamic studies teachers with cardboard papers in order to prepare / improvise instructional materials for teaching.				

Section C: Utilization of instructional materials for teaching of Islamic studies in junior secondary schools

Please respond to the following statement by ticking in the appropriate column whether you;

Strongly Agree (S.A), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Items Statement	4	3	2	1
		S.A	A	D	SD
11	I use textbooks, charts, chalkboards and radio tapes for teaching Islamic studies in my school.				
12	I use pictures, newspapers, magazines and bulletins to teach Islamic studies in my school.				
13	I use films strips to teach Islamic studies in my school				
14	I use television sets in my school for playing Islamic movies which could aid in teaching of some Islamic studies concepts, topics and practical aspect.				
15	I use computers in my school for multi-media instruction in Islamic studies				
16	I use overhead projectors to teach Islamic studies in my school.				
17	I use overhead transparencies in my school to teach students Islamic studies				
18	I use flip charts in my school to teach students Islamic studies.				
19	I use posters and drawings to teach Islamic studies in my school				
20	Islamic studies teachers are provided with cardboard papers in order to prepare / improvise instructional materials for teaching.				

Section D: Benefit of instructional materials to Islamic studies teachers in junior secondary schools

Please respond to the following statement by ticking in the appropriate column whether you;

SA-Strongly Agree A- Agree D-Disagree SD-Strongly Disagree

S/N	Items Statement Instructional materials:	4 SA	3 A	2 D	1 SD
21	provides Islamic studies teacher with the means of exposing the students to a wide range of learning activities.				
22	ensure active students' participation in learning				
23	do not assist Islamic Studies teachers to facilitate learning for all students				
24	help to make abstract concepts and ideas concrete in teaching and learning of Islamic Studies				
25	help to emphasize facts and to clarify difficult topics in Islamic studies				
26	stimulate students learners' interest				
27	help Islamic studies teachers to extend their teaching horizons of experiences				

28	do not help students to proceed at their own pace with the opportunity of reviewing their works.				
29	assist Islamic studies teachers to explain new concepts clearly				
30	do not help students to use their senses by associating them with certain conditions, situation or phenomena.				
31	help the teacher to provide his students with meaningful source of information.				
32	increase the efficiency of the Islamic studies teacher by providing tutorials and response guidance for individual students and small groups.				
33	do not allow students share equally from the same teaching experience				
34	do not help Islamic studies teachers to hold the leaner's attention				
35	do not supply concrete basis for conceptual thinking				

Section E: Obstacles to effective utilization of instructional materials by Islamic Studies teachers in junior secondary schools in Kaduna State

Please respond to the following statement by ticking in the appropriate column whether you;

SA-Strongly Agree A- Agree D-Disagree SD-Strongly Disagree

S/N	Items Statement The Obstacles to effective utilization of instructional materials by Islamic Studies teachers include:	**4** S.A	**3** A	**2** D	**1** S.A
36	Lack of time in using the instructional materials				
37	Enough skills in using of instructional materials				
38	Inadequate fund for buying the instructional materials				
39	Adequate experience and skills in using instructional materials				
40	Inability to keep up with the technology used for instructional materials				
41	No intent of the school to support the use of instructional materials				
42	Intent of the teachers themselves to use instructional materials				
43	Adequate number of instructional materials				
44	Incompatibility between available the instructional materials and the lessons/ learning objectives				
45	Lack of suitable places to keep or store the instructional materials				
46	Inconvenience in moving or installing/ placing the instructional materials				
47	Incompatibility between the instructional materials available and age of the learners				
48	Broken and out of ordered instructional materials				

APPENDIX B: SUMMARY OF PILOT STUDY RESULT

RELIABILITY TEST

Assessment of Availability and Utilization of Instructional Materials for teaching Islamic Studies Scale

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.860	48

APPENDIX C : SAMPLE DISTRIBUTION TABLE

Research Advisors

Population Size	Confidence = 95.0% curacy/Margin of Error				confidence = 99.0% Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	58	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
198	131	158	175	194	153	173	184	196
264	157	198	225	257	189	221	240	260
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,900	350	653	1102	2774	567	1005	1580	3158
5,100	357	680	11811	3331	587	1070	1746	3901
5,532	365	710	1275	4211	610	1147	1960	5165
5,908	400	710	1275	4211	610	1147	1960	5165
7,500	400	710	1275	4211	610	1147	1960	5165
10,894	400	727	1332	4899	622	1193	2098	6239
25,000	400	760	1448	6939	646	1285	2399	9972
50,000	400	772	1491	8056	655	1318	2520	12455
75,000	400	776	1506	8514	658	1330	2563	13583
100,000	400	778	1513	8762	659	1336	2585	14227
250,000	400	782	1527	9248	662	1347	2626	15555
500,000	400	783	1532	9423	663	1350	2640	16055
1,000,000	400	783	1534	9512	663	1352	2651	16478
2,500,000	400	784	1536	9567	663	1353	2651	16478
10,000,000	400	784	1536	9594	663	1354	2653	16560
100,000,000	400	784	1537	9603	663	1354	2654	16584
264,000,000	400	784	1537	9603	663	1354	2654	16584

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The recommended sample size for a given population size, level of confidence, and margin of error appears in the body of the table

For example, the recommended sample size for a population of 1,000, a confidence level of 99% and a margin of error (degree of accuracy) of 3.5% would be 575.

Change these values to select different levels of confidence
Change these values to select different maximum margins of error.
Change these values to select different (e.g., more precise) population sizes)