

**THE ROLE OF INSTRUCTIONAL MATERIALS IN ENHANCING ACADEMIC
ACHIEVEMENTS IN CIVIC EDUCATION AMONG SECONDARY SCHOOL
STUDENTS IN OYO STATE, NIGERIA**

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ABSTRACT

This study investigates the role of instructional materials in enhancing academic achievement in Civic Education among secondary school students in Oyo State, Nigeria, with a focus on the influence of principal management styles. A descriptive survey design was employed, involving 548 Civic Education teachers and 1,540 students across 276 public secondary schools selected through a multistage sampling technique. Data were collected using the Instructional Materials Questionnaire (IMQ) and the Student Academic Achievement in Civic Education Test (SAACET), and analyzed using descriptive and inferential statistics. Findings revealed that instructional materials are moderately utilized (weighted mean = 3.28), with high reliance on textbooks, debate platforms, and role-playing activities, but low integration of digital resources such as online platforms, podcasts, and documentary films. Despite this, over half of the students (56.7%) achieved good to very good academic performance, although 43.3% scored below average. The study underscores the importance of aligning instructional materials with curriculum objectives and promoting interactive, technology-enhanced learning experiences. It recommends improved provision of digital infrastructure, regular teacher training, democratic principal leadership, and the institutionalization of practical civic engagement activities. Effective management and utilization of diverse instructional materials are essential for improving student outcomes and fostering active citizenship in Civic Education.

Keywords: Academic Achievement, Civic Education, Democracy, Public Policy, Secondary Schools and Technology

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Introduction

Instructional materials are also an essential component of effective teaching and learning, and their availability and utilization are influenced by the management style of teachers. Instructional materials encompass a wide range of resources, including textbooks, audio-visual aids, technological tools, and supplementary materials, that support and enhance the instructional process (Chisunum and Nwadiokwu, 2024). The management style of principals can impact the selection, procurement, distribution, and utilization of instructional materials within the school (Yasin and Mokhtar, 2022). In an autocratic management style, principals may exert significant control over the selection and utilization of instructional materials. Teachers are given autonomy to choose materials that align with their teaching philosophies, student needs, and curriculum objectives.

The alignment of instructional materials with learning objectives is a crucial consideration for principals in managing their schools. Instructional materials should be carefully selected and aligned with the intended learning outcomes and curriculum goals. They may prioritize their personal preferences or choose materials based on

factors other than their direct relevance to the curriculum. By ensuring the alignment of instructional materials with learning objectives, principals create an environment that supports effective teaching and learning. When instructional materials are closely aligned with the intended outcomes, they can provide students with the necessary knowledge, skills, and understanding to achieve academic success. Principals who prioritize the alignment of instructional materials as part of their management style can positively impact student learning outcomes, curriculum implementation, and overall educational quality within their schools (Ornopia, Franca and Bauyot, 2022).

Engagement and interactivity are another essential aspect of effective instructional materials, and principals play a vital role in promoting these elements within their schools. The management style of principals can influence the level of engagement and interactivity provided by instructional materials, which in turn impacts student motivation, participation, and learning outcomes. In an autocratic management style, principals may prioritize instructional materials that emphasize passive learning or rote memorization. These materials may lack

interactivity and fail to actively engage students in the learning process. The focus may be on traditional textbooks or lecture-based approaches, limiting opportunities for hands-on activities, group discussions, or interactive learning experiences (Borliboune, et al., 2025).

Teachers may have the freedom to choose materials that incorporate various interactive elements, such as hands-on experiments, group projects, online discussions, or real-world applications. However, it is important for principals to provide guidance and resources to support teachers in selecting materials that effectively engage students and align with the curriculum objectives. Thus, this study aims to examine the role of instructional materials on academic achievements in civic education among secondary school students in Oyo State, Nigeria.

Aim and Objectives of the Study

The aim of this study was to investigate the impact of principal management style and the availability and utilization of instructional materials on academic achievements in civic education among secondary school students in Oyo State, Nigeria. The objectives were to;

- i. investigate the availability and utilization of instructional materials in civic education classrooms in secondary schools in Oyo State;
- ii. examine the level of student academic achievements in civic education among secondary school in Oyo State, Nigeria;

1.4 Research Questions

Based on the stated objectives, the following research questions were answered in this study:

- i. What is the level of availability and utilization of instructional materials in civic education classrooms in secondary schools in Oyo State?
- ii. What is the level of student academic achievement in civic education among secondary school in Oyo State, Nigeria?

Concept of Instructional Materials

Instructional materials refer to a diverse range of resources, tools, and aids that educators use to facilitate teaching and enhance students' learning experiences. These materials play a crucial role in conveying information, promoting engagement, and supporting the achievement of learning objectives in educational settings (Chisunum

and Nwadiokwu, 2024). They can take various forms, both traditional and digital, and are designed to cater to different learning styles, abilities, and needs of students.

Key Types of Instructional Materials:

1. **Textbooks and Workbooks:**

Traditional textbooks and workbooks provide structured content and exercises that align with the curriculum (Nguyen, 2024). They serve as foundational resources for teachers and students, offering explanations, examples, and practice opportunities.

2. **Visual Aids:** Visual aids, such as charts, diagrams, graphs, and images, help clarify complex concepts and make abstract ideas more tangible. They appeal to visual learners and can enhance understanding and retention of information (Qasserras, 2024).

3. **Multimedia Resources:** Digital instructional materials, including videos, animations, audio clips, and interactive simulations, engage students through multimedia formats (Chisunum and Nwadiokwu, 2024).

These resources can bring abstract concepts to life and cater to various learning preferences.

4. **Manipulatives and Hands-On Materials:**

Manipulatives, like counters, shapes, or models, encourage experiential learning and exploration. They are particularly effective in mathematics and science education, where hands-on experiences deepen understanding (Lee, 2024).

5. **Online Platforms and Learning Management Systems:**

Digital platforms and learning management systems provide a virtual space for accessing course materials, assignments, quizzes, and collaborative tools. They support blended and online learning environments.

6. **Educational Games and Simulations:**

Games and simulations create immersive learning experiences that allow students to apply knowledge in practical contexts. These materials promote critical thinking and problem-solving skills.

7. **Printed and Electronic Journals:**

For advanced learners or research-oriented subjects, academic journals and articles can serve as instructional materials. They expose students to current research and scholarly discussions.

8. **Realia and Authentic Materials:**

Authentic materials from the real world, such as newspapers, brochures, or advertisements, expose students to genuine language use and cultural contexts, enhancing language acquisition.

Social Learning Theory

Albert Bandura's Social Learning Theory posits that individuals learn through observing, imitating, and interacting with others in their social environment, emphasizing cognitive processes alongside behavioural cues. Central to the theory are observational learning, modelling, and vicarious reinforcement where people learn by watching the consequences of others' actions. Cognitive factors such as attention, memory, and motivation mediate whether observed behaviours are imitated. The theory also introduces key concepts like self-efficacy the belief in one's ability to succeed and

reciprocal determinism, which highlights the dynamic interaction between personal factors, behaviour, and the environment. These elements collectively explain how individuals acquire new behaviours without direct experience.

The theory has significant educational relevance, particularly in shaping instructional practices and school leadership. Principals and teachers serve as role models whose behaviours students observe and often emulate. A principal who demonstrates ethical leadership, civic responsibility, and high expectations can foster a positive learning environment and enhance students' self-efficacy, motivation, and academic performance. Instructional materials featuring relatable role models and real-world applications support observational learning, while collaborative classrooms encourage peer-based imitation of constructive attitudes and critical thinking especially valuable in civic education.

Despite its strengths, the theory has limitations. It provides limited insight into the internal workings of cognitive processes and underemphasizes biological, genetic, and neurological influences on behaviour. It may oversimplify long-term behavioural change

by focusing heavily on external reinforcement and observation, neglecting deep-seated internal motivations and unconscious processes. Additionally, it does not fully explain why individuals sometimes imitate harmful behaviours or account for individual differences in learning styles, personality, and cognitive abilities. Cultural variations in learning and social norms are also not thoroughly addressed. Nonetheless, Social Learning Theory remains a vital framework for understanding how observation, cognition, and environment interact to shape learning and behaviour in educational contexts.

Instructional Materials and Students Academic Achievements in Secondary School

Socaoco (2024) explored the challenges encountered by teachers in implementing online distance learning in the Basic Education Department, specifically in the Junior and Senior High School, of Misamis University, Ozamiz City. The study utilized a qualitative approach using phenomenological design. The study included twenty (20) participants from the teachers handling online classes in the Junior and Senior High Schools, selected through purposive sampling. In-depth face-to-face

interviews were used in gathering information from the teachers. The researcher employed the seven steps of Colaizzi's method of data analysis. Results revealed the following themes: (1) the need to motivate the students in learning the lessons; (2) the preparation of learning resources; (3) poor internet connection; and (4) constant communication with students and parents. Teachers may integrate activities that would keep the students engaged throughout the lesson. Back-up plans may be designed to address the challenge of internet connectivity which interfere the teaching-learning process.

Afrina, Abbas, and Susanto (2021) examined the role of historical science in Social Studies learning materials for increasing values of student's nationalism. The results of this article aim to give meaning to the values of historical science material for the contribution of social studies, which contains the value of nationalism which plays a role in growing students' character. The research design used in this study is a literature study. Data search strategy by searching for books, e-books, and journals through Google Scholar. Search data on Google Scholar using keywords by searching for research journals published on the

internet, journals, books, or e-books. This can be seen from the contribution of historical science, which contributes to social studies education which is historically related.

Methodology

This study employed a descriptive survey research design to examine the role of instructional materials in determining academic achievement in Civic Education among secondary school students in Oyo State, Nigeria. The population consisted of 1,250 Civic Education teachers across 625 public secondary schools. A multistage sampling technique was used: first, systematic sampling selected 16 out of 33 local government areas; then, total enumeration included all 276 schools and 552 teachers within those areas.

Data were collected using two instruments: the Instructional Materials Questionnaire (IMQ), a researcher-constructed survey with 22 items assessing availability, alignment, engagement, and clarity of instructional materials, and the Student Academic Achievement in Civic Education Test (SAACET), a 50-item standardized test adapted from WAEC. Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to analyze

demographic data and answer research questions, while inferential statistics, specifically multiple regression analysis, were applied to test hypotheses at a 0.05 significance level.

Results and Discussion of Findings

Table 4.2.2: Frequency Distribution of Civic Education Teachers' Demography (n =548)

Demographic Variable		Frequency (n)	Percent age (%)
Gender	Male	296	54.0
	Female	252	46.0
	Total	548	100
Age	18-38 years	212	38.7
	39-59 years	316	57.7
	60 years and above	20	3.6
	Total	548	100
Marital Status	Single	21	3.8
	Married	526	96.0
	Divorced	0	0

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	Separated	1	.2
	Total	548	100
Highest Educational Qualifications	Bachelor's degree	423	77.2
	Master's degree	27	4.9
	Mphil or PhD Degree	3	.5
	Others	95	17.3
	Total	548	100
Position	Class Teacher	505	92.2
	Head Teacher	43	7.8
	Total	548	100
Department or Field	Science	0	0
	Social Science	235	42.9
	Arts	313	57.1
	Total	548	100
Years of Teaching	1-5 years	178	32.5

Experience			
	6-10 years	174	31.8
	11-15 years	101	18.4
	16 years and above	95	17.3
	Total	548	100

Source: Fieldwork, 2025

The demographic data of 548 Civic Education teachers reveal that the majority were male (54.0%) and aged between 39–59 years (57.7%). Most were married (96.0%) and held a Bachelor's degree (77.2%), with only a small proportion possessing higher degrees. The vast majority (92.2%) were class teachers, indicating limited administrative roles among respondents. Over half (57.1%) were from the Arts department, followed by Social Sciences (42.9%), reflecting the subject's disciplinary alignment. Teaching experience was fairly distributed, with 32.5% having 1–5 years and 31.8% with 6–10 years, while 17.3% had 16 or more years, suggesting

a mix of new and experienced teachers in the sample.

Research Question Two: What are the availability and utilization of instructional materials in civic education classrooms in secondary schools in Oyo State?

Availability and Utilization of Instructional Materials in Civic Education Classrooms in Secondary Schools in Oyo State

Table 4.2.3 See appendix

The table presents the availability and utilization of instructional materials in Civic Education classrooms across secondary schools in Oyo State, based on data from 274 respondents. The overall weighted mean score of 3.28 with a standard deviation of 0.85 indicates that, on average, instructional materials are moderately utilized. While some resources are highly employed, others remain underused. Textbooks (mean = 3.98), debate platforms (3.90), and role-playing activities (3.69) are among the most utilized, reflecting strong reliance on traditional and interactive classroom methods. Current events articles, discussion forums, and online quizzes also show high usage, suggesting efforts to engage students with relevant and participatory content.

However, several digital and innovative resources like documentary films (2.38), online civic education platforms (2.55), political cartoons (2.89), and podcasts (2.45) have low to moderate utilization, indicating limited integration of multimedia and technology-enhanced tools. Materials such as civic journals and comparative civic studies are particularly underutilized, with means below 2.50. This suggests gaps in access, training, or infrastructure needed for diverse teaching strategies. Despite the moderate overall utilization, there is room for improvement, especially in leveraging digital and experiential learning tools. The findings highlight the need for targeted capacity building, resource provision, and policy support to enhance the effective use of varied instructional materials in promoting active citizenship through Civic Education.

Research Question Three: What is the level of student academic achievements in civic education among secondary school in Oyo State, Nigeria?

Level of Student Academic Achievements in Civic Education among Secondary School in Oyo State, Nigeria

Items (Students Scores	Frequency	Percent	Remarks
0 - 39 Marks	225	14.6	Very Bad
40 - 49 Marks	442	28.7	Bad
50 - 69 Marks	425	27.6	Good
70 - 100 Marks	448	29.1	Very Good
Total	1540	100.0	

Source: Fieldwork, 2025

Threshold; 0-39 = Very Low, 40-49 = Low, 50-69 = Moderate, 70-100 = High.

The table shows the distribution of student academic achievement in Civic Education among 1,540 secondary school students in Oyo State, Nigeria. Only 14.6% scored within the "very bad" range (0–39 marks), while 28.7% performed poorly (40–49 marks). A combined 56.7% of students achieved good to very good results, with 27.6% scoring 50–69 marks and 29.1% attaining high scores (70–100 marks). This indicates a relatively positive outcome overall, as more than half of the students performed at moderate to high levels. However, a significant proportion still perform below average, suggesting the need for targeted interventions to improve learning

outcomes for lower-achieving students and sustain success across all performance levels.

Conclusion

This study examined the role of instructional materials in enhancing academic achievement in Civic Education among secondary school students in Oyo State, Nigeria. Findings revealed that while textbooks, debate platforms, and role-playing activities are moderately to highly utilized, digital and innovative resources like documentary films, online platforms, and podcasts remain underutilized. Despite this, over half of the students achieved good to very good academic performance, indicating some effectiveness in current teaching practices. However, disparities exist, with a significant proportion scoring below average. The integration of diverse, engaging, and curriculum-aligned instructional materials is crucial for improving learning outcomes. Effective principal leadership in resource management and teacher support is essential to bridge existing gaps and enhance civic education delivery.

Recommendations:

Based on the findings, the following recommendations were put forward

- i. Government and school authorities should provide schools with functional internet, multimedia devices, and subscriptions to online civic education platforms to promote the use of digital instructional materials.
- ii. There is need to organize regular professional development workshops to train Civic Education teachers on effectively integrating interactive and technology-based materials such as simulations, podcasts, and educational videos into instruction.
- iii. School principals should adopt democratic and participatory management styles that involve teachers in selecting and evaluating instructional materials aligned with curriculum goals and student needs.
- iv. Encourage the use of realia, current events, political cartoons, and mock elections to make civic education more practical, relatable, and engaging for students.
- v. Educational supervisors should regularly assess the availability, relevance, and utilization of instructional materials in schools to ensure accountability and effective implementation.
- vi. Schools should institutionalize field trips, debate clubs, and civic engagement projects to reinforce democratic values and deepen students' understanding of citizenship.

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Availability and Utilization of Instructional Materials in Civic Education Classrooms in Secondary Schools in Oyo State

Table 4.2.3

S/N	Items	N	Highly Utilized	Moderate Utilized	Low Utilized	Very Low Utilized	$\bar{x}$	SD
1	Textbooks	274	268 97.8%	6 2.2%	-	-	3.98	0.15
2	Interactive Websites	274	195 71.2%	12 4.4%	48 17.5%	19 6.9%	3.40	1.00
3	Educational Videos	274	113 41.2%	84 30.7%	60 21.9%	17 6.2%	3.07	0.94
4	Real-life case studies and scenarios.	274	191 69.7%	56 20.4%	7 2.6%	20 7.3%	3.53	0.86
5	Current Events Articles.	274	212 77.4%	37 13.5%	16 5.8%	9 3.3%	3.65	0.74
6	Primary Source Documents.	274	178 65.0%	51 18.6%	27 9.9%	18 6.6%	3.42	0.92
7	Role-Playing Activities.	274	228 83.2%	20 7.3%	14 5.1%	12 4.4%	3.69	0.76
8	Discussion Forums	274	218 79.6%	32 11.7%	16 5.8%	8 2.9%	3.68	0.72
9	Graphic Novels	274	172 62.8%	75 27.4%	16 5.8%	11 4.0%	3.49	0.78
10	Interactive Simulations	274	212 77.4%	39 14.2%	19 6.9%	4 1.5%	3.68	0.67

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11	Audio	274	176	51	36	11	3.43	0.87
	Podcasts		64.2%	18.6%	13.1%	4.0%		
12	Field Trips	274	192	27	31	24	3.41	1.00
			70.1%	9.9%	11.3%	8.8%		
13	Political	274	89	101	48	36	2.89	1.01
	Cartoons.		32.5%	36.9%	17.5%	13.1%		
14	Civic	274	62	93	56	63	2.56	1.08
	Journals.		22.6%	33.9%	20.4%	23.0%		
15	Online	274	179	75	17	3	3.57	0.66
	Quizzes and Polls.		65.3%	27.4%	6.2%	1.1%		
16	Debate	274	252	18	3	1	3.90	0.36
	Platforms.		92.0%	6.6%	1.1%	0.4%		
17	Documentary	274	62	79	33	100	2.38	1.19
	Films		22.6%	28.8%	12.0%	36.5%		
18	Online Civic	274	61	102	38	73	2.55	1.11
	Education Platforms		22.3%	37.2%	13.9%	26.6%		
19	Comparative	274	84	30	66	94	2.38	1.24
	Civic Studies.		30.7%	10.9%	24.1%	34.3%		
20	Organizing	274	179	53	27	15	3.45	0.88
	mock elections within the school allows students to experience the democratic process.		65.3%	19.3%	9.9%	5.5%		

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21	Creative	274	189	74	8	3	3.64	0.60
	Writing		69.0%	27.0%	2.9%	1.1%		
	Assignments.							
22	Incorporating	274	73	58	63	80	2.45	1.17
	podcasts		26.6%	21.2%	23.0%	29.2%		
	focused on							
	civic							
	education.							

Source: Fieldwork, 2025

KEY: SD = Standard Deviation

*Threshold: mean value of 0.000-1.499 = very low (Very Bad); 1.500-2.499 = Low; 2.500-3.499 = Moderate, 3.500 to 4.500 = High.