CORRELATION OF LEARNING MATERIALS AND CLASSROOM ACHIEVEMENT AMONG PUPILS IN THE BASIC EDUCATION YEARS

By

Mbuotidem EKENG, Ph.D
School of Education
Akwa Ibom State College of education
Afaha Nsit

Abstract

This study explored the correlation of learning materials and classroom achievement among pupils in the basic education years. In carrying out the study, correlational survey design was adopted. The study was carried out in Akwa Ibom State. The targeted population for the study comprised teacher and pupils in Akwa Ibom State. A stratified sampling technique was used to select 5 teacher and 50 pupils from each of the three senatorial districts of the state which gave a total of 165 respondents used for the study. The instrument used for data collection was a structured questionnaire titled "Learning Materials and Classroom Achievement Questionnaire (LMCAQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.81, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such descriptive statistics to answer research questions. The findings from the data analysis revealed that "Textbooks" was the most prominent type of learning material used by the pupils of basic education level in schools in Akwa Ibom State among other available learning materials. The findings also revealed that enhancement of cognitive development was the highest effects of learning materials on classroom achievement of children among other effect in basic education year in the state. The study concluded that learning materials play a pivotal role in enhancing classroom achievement, particularly during the basic education years. One of the recommendations made was that teachers should integrate textbooks, visual aids, and digital resources into their lesson plans to enhance pupils' comprehension and engagement.
Keywords: Learning Materials, Classroom Achievement, Pupils, Basic Education and Akwa Ibom State.

Introduction

The relationship between learning materials and classroom achievement has been a significant focus of educational research, especially in the foundational years of education. Learning materials serve as critical tools that facilitate the delivery of curriculum content, promote active engagement, and foster understanding among pupils. The availability and effective use of these materials in classrooms are essential for enhancing the educational experience and boosting pupil achievement (Ahmed, Baloch, and Karim, 2024). The Basic Education years, which encompass early childhood and primary education, lay the foundation for future academic success, making it crucial to examine how learning materials contribute to this formative stage of development.

Mbuotidem EKENG, Ph.D

The significance of learning materials is rooted in their ability to simplify complex concepts and provide a hands-on experience for pupils. Research has shown that when pupils are exposed to adequate instructional materials such as textbooks, visual aids, and digital resources, their comprehension and retention of knowledge improve considerably (John, 2016). These materials help bridge the gap between theoretical knowledge and practical application, promoting critical thinking and problem-solving skills in young learners.

Moreover, studies have highlighted the positive correlation between the provision of adequate learning resources and pupils' classroom performance. For instance, Okongo, Ngao, Rop, and Nyongesa (2015) found that students with access to modern and diverse learning materials performed better in assessments than those in under-resourced classrooms. This finding underscores the importance of investing in educational materials as a way of improving academic outcomes, especially in resource-constrained environments.

However, while the correlation between learning materials and achievement is widely recognised, several factors can influence the effectiveness of these resources. These include the quality of the materials, teacher proficiency in utilising them, and the overall learning environment (Usman and Madudili, 2019). Therefore, it is essential to assess not only the presence of learning materials but also their appropriate usage to maximise their impact on pupil achievement.

This study aims to investigate the correlation between learning materials and classroom achievement among pupils in the Basic Education years, focusing on the extent to which these materials contribute to their academic success. Through a comprehensive analysis of relevant literature and empirical evidence, this research will offer insights into how to optimise the use of learning materials for better educational outcomes in basic education settings.

Statement of Problem

The availability and effective utilization of learning materials are critical to improving pupils' academic performance in the basic education years. However, many schools, particularly in under-resourced areas, face challenges related to inadequate or poorly used learning resources. This has led to disparities in classroom achievement, with some pupils underperforming despite their potential. The correlation between the availability, quality, and use of learning materials and pupils' academic success remains underexplored, necessitating a thorough investigation into how these resources impact classroom achievement in basic education.

Objectives

1. To find out the types of learning materials available for use by the pupils of basic education level in schools in Akwa Ibom State.

2. To examine the effects of learning materials on classroom achievement of children in basic education year.

Shared Seasoned International Journal of Topical Issues
VOL.10 NO.2, OCTOBER 2024, New York City.   ISSN: 2630-7290

Mbuotidem EKENG, Ph.D

Research Questions

1. What are the types of learning materials available for use by the pupils of basic education level in schools in Akwa Ibom State?

2. What are the effects of learning materials on classroom achievement of children in basic education year?

LITERATURE REVIEW

Concept of Learning Materials

Learning materials are various formats and resources created by teaching librarians for blended learning environments. They include handouts, electronic documents, presentations, audio/video resources, e-learning tools, and social software applications. Effective design principles ensure active learning and interactivity. According to Machaba (2013), these materials enhance child-centred teaching, promote academic achievements, and enrich lesson plans.

Learning resources support students' growth in academic abilities, social roles, and personality qualities. Additionally, they can be tailored to career-building exercises that emphasise accountability and task prioritization. Self-determination, independent living, social skills, leisure, transportation, and classroom behaviour are other abilities. Fostering a well-rounded person requires these resources (Mynbayeva et al., 2017).

In order to learn and teach at schools, learning resources like charts, textbooks, maps, electronic and multimedia materials, and writing instruments are necessary. During tasks like rigorous learning and measurement, certain tools and gadgets are utilized. Teachers use these tools and techniques to carry out lessons and give students the resources they need to meet learning goals. According to Naisianoi et al. (2020), these resources are essential for efficient instruction and learning.

Learning materials are crucial tools for improving teaching and learning expertise, encouraging student participation, and accomplishing learning objectives. Interactivity and active learning depend on sound design concepts. Learning-material, according to Tianfu & Hongyuan (2021), is the reform and transformation of teaching materials, moving the focus from teachers' instruction to students' learning.

Effective teaching and learning around the world depend on educational resources. Teachers are crucial to classroom instruction, and effective teaching requires the use of appropriate and conventional TLMs. In addition to helping teachers facilitate lessons, these resources help students learn efficiently (Osei-Poku & Kyeremeh, 2020).

Concept of Classroom Achievement

Classroom achievement, as determined by examinations, assessments, or observable abilities, is the academic progress that pupils make in a formal educational context. It includes competencies, attitudes, and abilities in addition to knowledge. It reflects individual student effort and instructional tactics, making it a crucial measure of the effectiveness of the teaching-learning process. According to Akinyele (2019), learner motivation and instructional strategies have an impact on achievement level.

Shared Seasoned International Journal of Topical Issues
VOL.10 NO.2, OCTOBER 2024, New York City.   ISSN: 2630-7290

Mbuotidem EKENG, Ph.D

Numerous elements, such as the calibre of the teaching strategies, the classroom environment, instructor experience, and the quality of the learning materials, affect student accomplishment. These resources' quality and accessibility improve students' cognitive capacities, which raises their performance. These components support improved student results when they are perfectly aligned.

Students' mental health and socioeconomic origins have an impact on their academic performance. Because they have access to resources and a nurturing home environment, students with higher incomes perform better. According to Nwankwo (2018), pupils who face socioeconomic difficulties have difficulty meeting their basic needs, which lowers their achievement. Targeted treatments and supportive school environments can be beneficial.

Classroom achievement is a complicated idea that depends on a variety of educational, contextual, and personal factors. Effective teaching techniques, a positive learning atmosphere, and student participation all have an impact. According to Nwosu and Akpan (2020), academic success can be ensured and achievement gaps can be closed by attending to both instructional and non-instructional demands.

Concept of Children in Basic Education Year

Basic education, which spans early childhood through primary school and occasionally junior high school, is essential for children's cognitive, emotional, and social development. It emphasises lifelong learning and gives kids the tools they need to solve problems and be literate and numerate. It serves as the foundation for a person's educational path (Eze, 2019).

Basic education teaching methods should take into account the unique qualities of each child's age. Learning is more responsive to activity-based classes that integrate play and creativity. According to Nwafor (2020), interactive and participatory learning environments encourage social and emotional skills as well as cognitive growth through peer contact and cooperative activities.

Basic education influences children's social and emotional development in addition to helping them acquire academic knowledge. Children acquire vital life skills at this age, including empathy, cooperation, and emotional control. Children's capacity to control their emotions, form wholesome connections, and make responsible decisions is improved when social-emotional learning (SEL) is incorporated into the basic education curriculum, claim Adebayo and Okonkwo (2021). Since they enhance a child's general wellbeing and ability to function in challenging social situations, these abilities are essential for both holistic development and future success.

The socioeconomic environment and available resources have a big impact on how well kids are educated. Children from disadvantaged backgrounds encounter obstacles such as restricted access to resources, inadequate school facilities, and poor nutrition, all of which have a detrimental effect on their academic and cognitive development. Government-sponsored free lunch programs are one example of a targeted action that can help alleviate these issues and provide equitable opportunity for all kids.

Youngsters in their basic school years are at a critical juncture in their development when they learn the fundamentals needed for success and future learning. To guarantee that kids may realise their full potential, a learning environment that is inclusive, nurturing, and

Shared Seasoned International Journal of Topical Issues
VOL.10 NO.2, OCTOBER 2024, New York City.   ISSN: 2630-7290

Mbuotidem EKENG, Ph.D

well-rounded must be provided. According to Adamu (2021), the best way to maximise the influence of basic education on children's long-term academic and social development is to invest in teacher training, school facilities, and social support networks.

Types of Learning Materials

Learning materials enhance student engagement, comprehension, and retention of knowledge by providing practical tools. Educators select materials based on subject matter, learners' developmental stage, and lesson outcomes. Ten common types of learning materials are listed below:

Textbooks: Textbooks are one of the most widely used learning materials in educational systems. They provide a structured and comprehensive source of information, following a specific curriculum or syllabus. According to Ekundayo (2020), textbooks offer both theoretical and practical knowledge, making them an essential tool in formal education systems.

Workbooks: Workbooks are supplemental materials that offer exercises, activities, and practice problems. They help students reinforce concepts learnt in class through hands-on engagement. As Nwosu (2021) notes, workbooks encourage active learning and self-assessment, enabling students to work independently at their own pace.

Manipulative: Manipulatives are physical objects used to teach concepts, particularly in subjects like mathematics. They include items like counting blocks, geometric shapes, and measuring tools. Research by Okechukwu (2019) indicates that manipulatives are effective in helping students grasp abstract concepts, especially in early childhood and elementary education.

Digital Learning Tools: With the advancement of technology, digital tools such as educational apps, e-books, and interactive websites have become prevalent in the classroom. These tools allow for interactive and adaptive learning experiences that can be personalised to meet individual students' needs. According to Nwachukwu & Adeoye (2020), digital learning tools are particularly useful in promoting engagement and self-directed learning.

Visual Aids: Visual aids such as charts, diagrams, and posters help simplify complex information and make it more accessible. According to Adebayo (2019), visual aids are especially beneficial for visual learners and have been shown to increase retention of information when used alongside oral instruction.

Audio-Visual Materials: Audio-visual materials include videos, animations, and audio recordings that combine sight and sound to enhance learning. These materials are effective for teaching subjects that require demonstration, such as science experiments or language pronunciation. Uzoigwe (2021) reports that the use of audio-visual materials can significantly improve students' understanding and retention of complex topics.

Flashcards: Flashcards are a simple, effective tool for reinforcing knowledge through repetition. They are particularly useful for memorising facts, vocabulary, and key concepts.

Shared Seasoned International Journal of Topical Issues
VOL.10 NO.2, OCTOBER 2024, New York City.   ISSN: 2630-7290

Mbuotidem EKENG, Ph.D

As noted by Okon (2019), flashcards have been shown to be an effective tool in language learning, especially when used for vocabulary building and grammar practice.

Worksheets: Worksheets provide exercises that allow students to practice and apply what they have learned. They can be used for individual or group activities and are versatile across various subjects. Eze (2020) points out that worksheets help in reinforcing lessons and promoting critical thinking among learners.

Storybooks: Storybooks are essential in teaching literacy and language skills, especially to younger learners. They help build reading comprehension and encourage imagination. According to Adekunle (2018), the use of storybooks in early childhood education enhances language development and promotes a love of reading.

Interactive Whiteboards: Interactive whiteboards have revolutionised classroom instruction by allowing teachers and students to interact with digital content in real-time. They enable dynamic lessons where students can engage directly with the material being taught. In their study, Omotoso and John (2021) found that interactive whiteboards increased student participation and engagement in lessons, especially in subjects like mathematics and science.

Types of Classroom Achievement

Classroom achievement encompasses various forms of student success, reflecting the multifaceted nature of learning and academic performance. Understanding the different types of classroom achievement is crucial for educators and stakeholders to develop strategies that cater to diverse learning needs and outcomes. They include:

Academic Achievement: Academic achievement is the most recognised form of classroom success, typically measured by students' performance on assessments, grades, and standardised tests. It reflects a student's ability to grasp and apply knowledge in specific subject areas, such as mathematics, science, language arts, and social studies. According to a study by Zhao et al. (2020), academic achievement serves as a primary indicator of educational success and is often used to evaluate the effectiveness of educational programs. The authors emphasise the importance of creating a supportive learning environment that fosters academic growth through effective teaching practices.

Social Achievement: Social achievement refers to students' ability to interact positively with peers and teachers, demonstrating social skills such as cooperation, communication, and conflict resolution. Research by Wentzel (2018) highlights that students who exhibit strong social skills tend to have better academic outcomes. The study found that social achievement is critical for building positive relationships in the classroom, which can enhance collaboration and contribute to a supportive learning atmosphere. Mbuotidem EKENG, Ph.D

Emotional Achievement: Emotional achievement involves the development of emotional intelligence and self-regulation skills, enabling students to manage their emotions, set goals, and maintain motivation. A study by Brackett et al. (2019) indicates that students with high emotional intelligence are more likely to succeed academically and socially. The authors argue that emotional achievement is essential for overall well-being, contributing to students' resilience and ability to cope with challenges in the classroom.

Behavioural Achievement: Behavioural achievement encompasses students' conduct and adherence to classroom rules and expectations. Positive behavioural achievement is characterised by engagement, participation, and respect for teachers and peers. Effective behaviour management strategies in the classroom contribute to increased student engagement and academic performance, and promoting positive behaviour is integral to fostering a conducive learning environment.

Creative Achievement: Creative achievement refers to students' ability to think critically and innovatively, applying their knowledge in unique ways. This type of achievement is often assessed through projects, presentations, and other forms of creative expression. Research by Kim (2019) found that opportunities for creative expression in the classroom can enhance students' engagement and motivation, leading to improved overall achievement. The study highlights the importance of nurturing creativity as part of a well-rounded education.

Digital Achievement: With the increasing integration of technology in education, digital achievement has emerged as a significant type of classroom success. Digital achievement refers to students' ability to use technology effectively for learning, collaboration, and communication. Students who are proficient in digital skills tend to perform better academically and are more prepared for future careers.

Effects of Learning Materials on Classroom Achievement of Children in Basic Education Year

Learning materials enhance student engagement, comprehension, and retention of knowledge by providing practical tools. Educators select materials based on subject matter, learners' developmental stage, and lesson outcomes. Ten common types of learning materials are listed below:

Enhancement of Cognitive Development

Access to appropriate learning materials significantly enhances cognitive development in children, particularly in basic education. Consistent access to high-quality textbooks and supplementary materials leads to better performance in standardized tests and classroom assessments. A study by Wasonga et al. (2020) found that students in classrooms with adequate instructional materials scored higher in mathematics and reading.

Enhancement of children's attention and interest in subjects

Visual and interactive learning materials, like educational videos and computer-aided instruction, significantly enhance children's attention and interest in subjects. This leads to increased engagement, higher retention rates, and improved academic performance. Visual aids simplify complex concepts, making it easier for children to grasp and retain information.

Enhancement of literacy and numeracy assessments

Digital learning materials, such as e-books, educational apps, and online platforms, have become crucial for enhancing classroom achievement. Studies show that students with access to digital tools perform better in literacy and numeracy assessments. The flexibility and accessibility of digital materials allow students to review and reinforce their understanding at their own pace.

Improvement of students' academic performance

The effectiveness of learning materials depends on teachers' ability to integrate them into their instructional strategies. Akpan et al. (2022) found that training on effective instructional materials led to improved students' academic performance, emphasizing the significance of professional development for teachers to maximize learning resource potential.

Factors that Hinders Effective Classroom Achievement

The following are the factors that hinders effective classroom achievement

Teacher Quality and Training: The effectiveness of teachers is critical to student achievement. Inadequately trained teachers may lack the skills to engage students or differentiate instruction. Teacher quality is widely recognised as one of the most significant factors influencing student achievement. Effective teaching requires not only subject matter expertise but also pedagogical skills and the ability to create an engaging learning environment. Poor teacher quality, often stemming from inadequate training, can have detrimental effects on student outcomes.

Student Engagement: Engagement is crucial for learning. Students who are not actively engaged tend to underperform. A meta-analysis highlighted that interactive and participatory teaching methods improve student engagement and achievement (Fredricks, Blumenfeld, & Paris, 2016). Student engagement is a crucial component of the educational process, significantly influencing classroom achievement. It encompasses the emotional, behavioural, and cognitive aspects of students' interactions with their learning environment. When students are disengaged, it can lead to a myriad of challenges that hinder not only their own academic success but also that of their peers.

Classroom Environment: A positive classroom climate fosters learning, while a negative environment can lead to anxiety and disengagement. Care and supportive classrooms contribute to better academic performance (Thapa et al., 2017). The classroom environment plays a pivotal role in shaping student learning outcomes and overall academic achievement. It encompasses the physical, emotional, and social contexts in which learning occurs. A positive classroom environment fosters engagement, motivation, and a sense of belonging among students, while a negative environment can significantly hinder their academic success. **Mbuotidem EKENG, Ph.D**

Socioeconomic Status (SES): Students from low-SES backgrounds often face numerous barriers, including limited access to resources and support. Research indicates that socioeconomic factors are strongly correlated with academic performance (Sirin, 2016). Socioeconomic status (SES) is a multifaceted concept that encompasses an individual's or family's economic position relative to others, based on income, education, and occupation. SES has long been recognised as a significant determinant of educational outcomes, influencing students' academic performance, behaviour, and overall engagement in the classroom.

Learning Disabilities and Special Needs: Students with undiagnosed or unsupported learning disabilities may struggle to keep up with peers. Early identification and tailored interventions significantly improve academic outcomes for these students (Graham et al.,

2018). Learning disabilities and special needs encompass a wide range of challenges that can significantly impede students' ability to achieve academic success in the classroom. These disabilities may affect various aspects of learning, including reading, writing, mathematics, and social interactions. Understanding the impact of learning disabilities and special needs on classroom achievement is crucial for educators, policymakers, and parents alike.

Parental Involvement: Active parental engagement can significantly enhance a child's academic success. Studies indicate that students with involved parents are more likely to achieve high grades and remain in school (Hill & Tyson, 2018). Parental involvement is widely recognised as a critical factor influencing children's educational outcomes. While numerous studies have demonstrated the positive effects of active parental engagement on academic achievement, it is essential to acknowledge that a lack of parental involvement can significantly hinder effective classroom achievement.

Curriculum Relevance and Rigour: A curriculum that is not aligned with students' interests or real-world applications can hinder motivation. Research Insight: Relevant, rigorous curricula that challenge students can lead to better engagement and achievement (Hattie, 2017). Curriculum relevance and rigour play a crucial role in shaping students' educational experiences and outcomes. A curriculum that is both relevant to students' lives and appropriately rigorous can enhance engagement, motivation, and academic success. Conversely, when the curriculum lacks relevance or fails to challenge students, it can hinder effective classroom achievement.

Challenges of Getting Adequate Learning Materials to Improve Classroom Achievement

Access to essential learning materials, including textbooks and digital resources, is a persistent issue in education systems, especially in developing countries, affecting student understanding and academic success.

Economic Constraints: Economic constraints in low- and middle-income countries hinder the provision of essential learning materials as governments struggle to allocate funds for education. Schools are underresourced, and students lack essential tools. The World Bank (2020) reports that education budgets in African and South Asian countries cover only basic infrastructure and teacher salaries, limiting the provision of updated textbooks and digital resources.

High Costs of Learning Materials: The high cost of learning materials, particularly in developing countries where resources are not locally produced and imported, is a significant barrier to access (Glewwe & Muralidharan, 2019). This is due to import taxes, limited local production, and reliance on foreign publishers, which often affect students and their families, leading to disparities in access.

Inefficient Distribution of Learning Materials: Inefficient distribution of learning materials, due to bureaucratic inefficiencies, poor logistics, and corruption in the education supply chain, can hinder students' access to necessary resources, especially in remote and rural areas. This leads to students completing school years without the necessary resources, negatively impacting their academic performance.

Outdated and Inadequate Learning Materials: The widespread use of outdated and inadequate resources in classrooms poses a significant challenge to improving learning outcomes. Students and teachers often rely on outdated textbooks, which do not reflect current curricula or subject developments. This issue is particularly prevalent in African and South Asian countries, where budgetary constraints and inefficiencies in the education system lead to textbooks not being updated for decades (UNESCO, 2021).

Lack of locally relevant learning materials: The lack of learning materials that reflect the local context and culture of students is a significant barrier to improving classroom achievement. Educational resources, particularly textbooks, are often one-size-fits-all, failing to consider diverse cultural and linguistic backgrounds, making it difficult for students to relate to content and engage fully.

How to Remedy the Challenges of Getting Adequate Learning Materials for Good Classroom Achievement

Addressing the challenges of obtaining adequate learning materials for effective classroom achievement is a multifaceted issue that educators, policymakers, and institutions face. Here are several strategies to tackle these challenges. Addressing the challenges of acquiring adequate learning materials requires a comprehensive approach that combines technology, community engagement, professional development, and advocacy. By implementing these strategies, educators can enhance classroom achievement and ensure that all students have access to the resources they need to succeed. Continued research and collaboration are essential for fostering an educational environment that is adaptable and responsive to the needs of diverse learners.

- **Leveraging Technology and Digital Resources**

The integration of technology in education can greatly enhance access to learning materials. Online platforms and digital resources provide a wealth of information and tools that can supplement traditional textbooks and materials. This includes e-books, educational apps, online courses, and open educational resources (OER).

- **Collaborative Purchasing and Resource Sharing**

Schools and districts can collaborate to pool resources and share learning materials. This approach can reduce costs and ensure that more students have access to the same quality of educational resources.

Shared Seasoned International Journal of Topical Issues
VOL.10 NO.2, OCTOBER 2024, New York City.   ISSN: 2630-7290

Mbuotidem EKENG, Ph.D

- **Curriculum development and local contextualization**

Developing curricula that are tailored to local contexts can help in identifying and utilizing relevant materials that are culturally and contextually appropriate for students. Engaging local educators in the development process ensures that materials are relevant and effective.

- **Training and professional development for educators**

Providing educators with professional development opportunities equips them with the skills to find, create, and adapt learning materials. Training can focus on digital literacy, resource evaluation, and effective teaching strategies that utilize available materials.

- **Partnerships with Local Communities and Organizations**

Establishing partnerships with local businesses, nonprofits, and community organizations can provide additional resources and support for schools. These partnerships can help supply materials, funding, and volunteers to enhance the learning environment.

- **Advocacy for policy changes and funding**

Advocating for policies that increase funding for educational materials is essential. This includes lobbying for government support and grants that focus on equitable access to quality learning resources.

- **Utilizing Community Resources and Libraries**

Community libraries and resource centers can play a crucial role in providing access to learning materials. Schools can collaborate with these entities to create resource-sharing programmes.

METHODOLOGY

In carrying out the study, correlational survey design was adopted. The study was carried out in Akwa Ibom State. The targeted population for the study comprised teacher and pupils in Akwa Ibom State. A stratified sampling technique was used to select 5 teacher and 50 pupils from each of the three senatorial districts of the state which gave a total of 165 respondents used for the study. The instrument used for data collection was a structured questionnaire titled "Learning Materials and Classroom Achievement Questionnaire (LMCAQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.81, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such descriptive statistics to answer research questions.

RESULTS AND DISCUSSIONS

Research Question 1

The research question sought to find out the types of learning materials available for use by the pupils of basic education level in schools in Akwa Ibom State. To answer the research percentage analysis was performed on the data, (see table 1).

Table 1:
Percentage analysis of the types of learning materials available for use by the pupils of basic education level in schools in Akwa Ibom State.

TYPES OF LEARNING MATERIALS	FREQUENCY	PERCENTAGE
Textbooks	165	18.67**
Workbooks	132	14.93
Manipulative	118	13.35
Digital Learning Tools	22	2.489
Visual Aids	125	14.14
Audio-Visual Materials	76	8.59
Flashcards	20	2.26
Worksheets	89	10.06
Storybooks	121	13.69
Interactive Whiteboards	16	1.80*
TOTAL	**884**	**100%**

** The highest percentage frequency
* The least percentage frequency
SOURCE: Field survey

The above table 1 presents of the types of learning materials available for use by the pupils of basic education level in schools in Akwa Ibom State. From the result of the data analysis, it was observed that the type of learning materials tagged "Textbooks" 165(18.67) was rated the highest type of learning materials available for use by the pupils, while "Interactive Whiteboards" 16(1.80) was rated the least types of learning materials available for use by the pupil. The result therefore is in agreement with the research findings of Ekundayo (2020), who noted that textbooks offer both theoretical and practical knowledge, making them an essential tool in formal education systems. However, Textbooks are one of the most widely used learning materials in educational systems. They provide a structured and comprehensive source of information, following a specific curriculum or syllabus.

Research Question 2

The research question sought to find out the effects of learning materials on classroom achievement of children in basic education year. To answer the research percentage analysis was performed on the data, (see table 2).

Table 2: Percentage analysis of the effects of learning materials on classroom achievement of children in basic education year.

EFFECTS OF LEARNING MATERIALS	FREQUENCY	PERCENTAGE
Enhancement of Cognitive Development	147	32.09**
Enhancement of children's attention and interest in subjects	98	21.39
Enhancement of literacy and numeracy assessments	79	17.25*
Improvement of students' academic performance	134	29.26
TOTAL	458	100%

**   The highest percentage frequency
*   The least percentage frequency

SOURCE: Field survey

The above table 2 presents effects of learning materials on classroom achievement of children in basic education year. From the result of the data analysis, it was observed that the effect tagged "Enhancement of Cognitive Development" 147(32.09) was rated the highest effects of learning materials on classroom achievement, while "enhancement of literacy and numeracy assessments" 79(17.25) was rated the least effects of learning materials on classroom achievement. The result therefore is in agreement with the research findings of Wasonga (2020), who noted that students in classrooms with adequate instructional materials scored higher in mathematics and reading and that access to appropriate learning materials significantly enhances cognitive development in children, particularly in basic education.

Conclusion

Learning materials play a pivotal role in enhancing classroom achievement, particularly during the Basic Education years. These resources simplify complex concepts, promote engagement, and support the development of critical thinking and problem-solving skills among pupils. Research consistently shows a positive correlation between the availability of adequate instructional materials and improved academic performance. The result from the data analysis revealed that "Textbooks" is the most prominent type of learning material used by the pupils of basic education level in their schools in Akwa Ibom State among other available learning materials. It also revealed that enhancement of cognitive development is the highest effects of learning materials on classroom achievement of children among other effects in basic education year. However, the quality and effective use of these resources, alongside teacher proficiency and the learning environment, are crucial factors that determine their impact. Optimizing the use of learning materials can significantly contribute to the academic success of pupils in foundational education settings.

Shared Seasoned International Journal of Topical Issues
VOL.10 NO.2, OCTOBER 2024, New York City.   ISSN: 2630-7290

Mbuotidem EKENG, Ph.D

Recommendations

1. Teachers should integrate textbooks, visual aids, and digital resources into their lesson plans to enhance pupils' comprehension and engagement. By doing so, they can better cater to different learning styles and improve classroom achievement.

2. School administrators must allocate resources for acquiring updated and relevant learning materials, ensuring that every classroom is equipped with the tools necessary for effective teaching and learning.

3. Education policymakers should develop training programs to help teachers enhance their skills in utilizing instructional materials, maximizing their impact on pupil achievement in basic education.

REFERENCES

Adamu, M. (2021). Improving basic education in Nigeria: The role of teacher training and infrastructure development. *Journal of Educational Policy and Leadership*, 8(1), 45-59.

Adebayo, M. (2019). The efficacy of visual aids in enhancing student comprehension. *Journal of Educational Innovation*, 9(3), 45-58.

Adebayo, S., & Okonkwo, J. (2021). The role of social-emotional learning in early childhood education. *Journal of Child Development and Education*, 12(2), 23-35.

Adekunle, S. (2018). Storybooks as a tool for literacy development in early childhood. *Journal of Early Childhood Education in Nigeria*, 10(3), 25-38.

Akinyele, S. O. (2019). The relationship between teaching strategies and student achievement in secondary schools. *Nigerian Journal of Education and Development Studies*, 6(2), 45-56.

Akpan, B. A., Okon, A. N., & Johnson, F. C. (2022). Effectiveness of instructional materials on students' academic performance in public primary schools: A case study of AkwaIbom State, Nigeria. *International Journal of Educational Research*. 12(4): 145-155.

Brackett, M. A., Rivers, S. E., &Salovey, P. (2019). Emotional intelligence in education: A critical review of the literature. *Educational Psychologist.* 54(2): 115-130.

Ekundayo, J. (2020). The role of textbooks in promoting student learning in Nigerian schools. *International Journal of Educational Resources*, 13(2), 32-45.

Eze, C. (2020). The impact of worksheets on student performance in primary education. *African Journal of Curriculum Studies*, 15(1), 34-47.

Eze, N. (2019). The importance of basic education in national development. *International Journal of Education in Africa,* 14(3), 101-114.

Glewwe, P., & Muralidharan, K. (2019). Improving Education Outcomes in Developing Countries: Evidence, Knowledge Gaps, and Policy Implications. *Brookings Institution Press.*

Kim, K. H. (2019). The role of creativity in academic achievement: A meta-analysis. *Creativity Research Journal.* 31(1), 50-61.

Kyeremeh F. & Osei-Poku P. (2020). The use of Teaching and Learning Materials by Student teachers at St. Ambrose College of Education. *British Journal of Education, Learning and Development Psychology*. 3(3)19

Mynbayeva, A., Sadvakassova, Z., & Akshalova, B. (2017). Pedagogy of the twenty-first century: Innovative teaching methods. *Intech Open.*https://doi.org/10.5772/intechopen.72341

Shared Seasoned International Journal of Topical Issues
VOL.10 NO.2, OCTOBER 2024, New York City.   ISSN: 2630–7290

Mbuotidem EKENG, Ph.D

Naisianoi M., Koome P. & Marima E. (2020). Influence of teaching and learning materials availability on the development of pupils in upper primary schools. *International Journal of Research in Business and Social Science*. 9(5)294

Nwachukwu, C., & Adeoye, D. (2020). The impact of digital learning tools on student engagement. *Journal of Educational Technology in Africa*, 11(4), 22-35.

Nwafor, C. (2020). Play-based learning in early childhood education: A case for Nigerian primary schools. *Journal of Educational Research and Practice,* 7(2), 66-78.

Nwankwo, C. (2018). The influence of socio-economic status on students' academic performance. *International Journal of Educational Research in Africa,* 10(3), 123-134.

Nwosu, B. (2021). The use of workbooks to improve student achievement in primary education. *Journal of Educational Practice*, 10(3), 67-79.

Nwosu, B., & Akpan, I. (2020). Addressing achievement gaps in Nigerian primary schools through effective instructional strategies. *Journal of Educational Policy and Reform*, 7(4), 78-89.

Okechukwu, T. (2019). Enhancing mathematics comprehension through the use of manipulative. *Nigerian Journal of Mathematics Education*, 8(1), 15-27.

Okon, U. (2019). The effectiveness of flashcards in language learning. *Journal of Language Education*, 12(2), 88-98.

Omotoso, K., & John, F. (2021). Enhancing classroom interactivity through the use of interactive whiteboards. *Journal of Educational Technology in Nigeria*, 14(2), 72-85.

TianfuY. & Hongyuan W. (2021). A Study on Learning-Material Orientation from the Perspective of the New English Curriculum Standard for Senior High School. *SSRG International Journal of Humanities and Social Science*. 8(4)2

UNESCO. (2021). *Outdated Textbooks and Educational Inequality in Africa*. UNESCO Publishing.

Uzoigwe, C. (2021). The role of audio-visual materials in improving science education. *International Journal of Science Education in Africa*, 7(1), 61-74.

Wasonga, J., Nyaga, R., &Musyoka, A. (2020). The role of textbooks and supplementary materials in enhancing learning outcomes in public primary schools in Kenya. *African Educational Research Journal*. 8(1): 56-68.

Wentzel, K. R. (2018). Social achievement and academic achievement: The roles of social competence in academic performance. *Journal of Educational Psychology.* 110(3): 319-331.

World Bank. (2020). Education and Economic Growth in Sub-Saharan Africa: The Role of Learning Materials. *World Bank Publications.*

Shared Seasoned International Journal of Topical Issues
VOL.10 NO.2, OCTOBER 2024, New York City.   ISSN: 2630-7290

Mbuotidem EKENG, Ph.D

Zhao, Y., & Chen, X. (2020). Academic achievement: The relationship between academic motivation and performance. *International Journal of Educational Research.* 103: 101626.

Ahmed, S., Baloch, M. and Karim, H.(2024). Investigating the Impact of Teaching-Learning Materials on Students' Academic Performance in Government Primary Schools in the Naseerabad Division, Balochistan, Pakistan. *Journal of Development and Social Sciences*, 5(1), 538-545.

John, L. T. (2016). *Role of Instructional Materials in Academic Performance in Community secondary schools in Rombo District.*A dissertation submitted to the Department of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

Okongo, R., Ngao, D., Rop, N. and Nyongesa, W. (2015). Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-County, Nyamira County, Kenya. *Journal of Education and Practice*, 6(35), 132-141.

Usman, Y. D. and Madudili, C. G. (2019). Evaluation of the Effect of Learning Environment on Student's Academic Performance in Nigeria. Available at: https://files.eric.ed.gov/fulltext /ED602386.pdf.