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Availability And Utilization of Instructional Materials for Academic Purpose in Secondary Schools of North 24 Parganas

[1]DR. MADHUSUDAN BISWAS
SACT(TEACHER) SOVARANI MEMORIAL COLLEGE, HOWRAH-711408
madhusudanbiswas054@gmail.com, 9883380861

[2]MAMATA PATRA
ASST. PROFESSOR OF GANGADHARPUR SIKSHAN MANDIR, HOWRAH-711302
Pmamata101@gmail.com, 7890147028

Abstract: *The main purpose of this study was to encourage students to learn by increasing Instructional facilities in schools and also to encourage students to use these educational facilities to encourage their learning. So that students who are absent from school come to school to get facilities. and reduce any variation in the use of these facilities between different blocks. The survey was conducted to 200 students and 32 teachers among them 4 Head teachers and 28 Assistant teachers from 4 selected Secondary schools. Data were collected using questionnaires, interview and observation in the selected schools and the collected data were presented by the percentage, tables, bar charts, pie. Three points linker scale Questionnaire was developed. The researcher observed that instructional materials were not available in all the schools. Even in schools where instructional materials were available, they were not used properly. Teachers did not create any teaching aids for students. The results would help the teachers and students to use Instructional facilities and also help to increase their academic study. It may be generalized and another study may be conducted. Students would know the importance of Instructional facilities for their academic study. The research will force teachers to look into the need for the use of materials and give necessary advice to the officials of the Ministry of Education as a guide in the selection of materials.*

Keywords: *Availability And Utilization Of Instructional Materials; Academic Purpose; Secondary Schools.*

1. INTRODUCTION

Instructional materials, also known as Teaching/Learning Materials (TLMs), are living and inanimate objects and any collection of materials, including human and non-human resources, that a teacher can use in teaching and learning situations to help achieve the desired learning goals. Educational materials can help a student to concretize the learning experience so that learning is more exciting, engaging, and interactive. These are tools used in instructional activities, which include active learning and assessment. This term includes all the materials and physical means that an instructor can use to implement instruction and help students achieve.

For instructors, it is best to select the right educational materials for the success of the course. While textbooks are useful, it is necessary to supplement the information with other relevant materials. Also, not all educational materials are created equal. Some are cleaner than others and others run at different speeds. Choose one that best suits the level of the course.

According to Abolade (2009), the advantages of instructional materials are that they are cheaper to produce, useful in teaching large number of students at a time, encourage learners to pay proper attention and enhance their interest.

Akinleye (2010) attested that effective teaching and learning requires a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic.

Oso (2011) also agreed that the best way for teachers to make use of their manipulative skills is to improvise so as to achieve their lesson objectives at least to a reasonable extent. Jekayinfa (2012) also identified the importance of improvisation of instructional materials as making learning concrete and real, substitutes one thing for another, allows the students to participate in the production of materials, economical and more teacher-student resource oriented.

It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. Some of the instructional materials necessary for effective teaching and learning of Social Studies include the chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, filmstrips, radio, and television (Kochhar, 1991).

2. OBJECTIVES

- To find out the availability of Instructional materials in Secondary schools
- To find out the utilization of instructional materials in Secondary schools
- To find out the levels of important instructional materials for student academic study
- Student opinion on the relationship between instructional materials and academic performance.

3. RESEARCH QUESTIONS

- What kind of instructional materials were available in the secondary schools?
- What were the instructional materials utilizing in the secondary schools?
- Which educational materials were important for student academic performance and how much?
- What were the student opinion on the relationship between educational materials and academic performance?

4. REVIEW OF RELATED LITERATURE

STUDIES IN INDIAN

1. M.Mondal & R.Ali.(2018) "**A Study on Use of ICT among Higher Secondary School Students in North 24 Parganas District, West Bengal."** In this study a questionnaire prepared in three dimensions (availability resources, use by students and use by teachers) applied to 144 students. This research is conducted with descriptive type of research and survey methods. The data is analyzed through two types of statistics, one is descriptive statistics where the follow mean, value Variance, Correlation and other are inferential statistics where 't' test is used, also to find out in which area ICT resources are available. and which groups use ICT resources the most. At the end of the study it is determined that ICT resources are available in urban areas Compared to rural areas, there is a difference in ICT use between male and female students and there is less correlation with the use of ICT resources. between teachers and students during the teaching learning process.

2. F.Ahammad.(2019): **"Availability and utilization of ICT facilities for teaching and learning in higher secondary schools of west Bengal."** Descriptive survey design was used for the study. The study found that higher secondary schools in West Bengal lacked ICT facilities. Teachers and students were less familiar with ICT facilities. The study revealed that some of the benefits of using ICT in higher secondary schools include making teaching and learning interesting; Helping teachers to be up-to-date to improve the quality of work of both teachers and students. Despite these advantages, the study revealed some of the challenges faced by computer literate teachers are lack of ICT, lack of ICT laboratories, insufficient number of computers, lack of adequate funds and irregular electricity supply.

3. P.KMahanta(2020): "**Application and Utilization of ICT in the Degree College Libraries of Assam."** Questionnaires were distributed to 192 colleges, out of which 126 colleges responded. Again, user questionnaires were distributed to 784 users of different colleges, out of which 540 received the questionnaires. The findings of the study revealed that the use of ICT in college libraries has improved library operations. The opinion of the users regarding the

use of ICT in the college library is considered to be satisfactory. Major problems in implementing ICT in college libraries are lack of IT skilled manpower, inadequate training in ICT applications and lack of IT infrastructure and network facilities.

4. A.J.Gawande(2021): **"Study On -Status Study Of Availability Of Instructional Material And The Hindrances In Using It By Teacher Educators Of English."** This study showed that the availability of instructional materials was satisfactory; However, most of them were traditional. It shows less awareness about modern teaching materials in B.Ed. College 2. Lack of modern teaching materials and electricity are the most criticized aspects by student teachers, teacher educators and principals. 3. Lack of quality infrastructure required for smooth functioning of teaching learning program like English language laboratory. Unfortunately, this is not available in most B.Ed. College 4. It was uniformly accepted by the principals that they face constraints in making instructional material available due to lack of funds, non-availability of instructional material in rural areas and lack of electricity. 5. Interestingly, cordial relations were found between teacher educators, principals and student teachers as the instructional material barriers were addressed by most of the teacher educators and principals if they were made aware of them. 6. It is satisfactory to note that student teachers, teacher educators have considered appropriate use of content-wise instructional material before actual teaching. 7. It was uniformly accepted by the student teachers that their teacher educators use instructional materials in a class for effective teaching. 8. Unfortunately, it has been found that teacher educators do not like modern teaching materials. According to experts, the role of modern educational materials like LCD projectors, computers, CDs and CD players, Linguaphone sets, OHP should be considered and made available in every BED. To make the college teaching and learning process effective.

5. S.Kouser.and S.Popat (2022): **"Application and Infrastructure of ICT in Libraries of Higher Educational Institutions."** The researcher used content analysis technique to analyze the selected 11 studies. A reflection on the literature reveals that financial constraints and absence of trained ICT personnel are the main obstacles delaying the proper implementation of ICT in libraries. Libraries vary from each other to a very large extent. The use of ICT has significantly improved the library operations with the facilities available. ICT resources and facilities have not reached a large number of users. The ICT infrastructure of the libraries was still at various stages of their development with hardware as well as software facilities, lack of internet nodes and bandwidth and less facilities for ICT implementation. It has also been observed that lack of adequate manpower, low priority of libraries and lack of ICT training programs within the administration are major barriers to the use of ICT in libraries.

STUDIES IN ABROAD

6. G.O.Quadri, A.E.Adetimirinand, O.A.Idowu.(2014): **"A study of availability and utilization of library electronic resources by undergraduate students in private universities in Ogun State, Nigeria."** It was shown that Poor internet connectivity, lack of relevant e-resources in various disciplines, irregular power supply and lack of technical knowledge were the major challenges faced by the respondents. Both the Internet and e-journals are important sources of information for university graduate students. Also, the availability and use of e-resources has undoubtedly contributed meaningfully to students; acquisition of information for class work, assignments and research requirements.

7. H.C.Anjili and H.Ahmed. (2015) : **"Availability and Utilization of Internet Facilities by Users in Federal Colleges of Education Libraries in North Eastern Nigeria."** Survey research design was used for the study. Study population Consists of all 420 registered users of the Internet service and 200 of them randomly Selected as sample for study using simple random sampling technique. Question papers and Interview was the instrument used to collect data for the study. Descriptive statistics were Used for data analysis.The results revealed that among other things internet services were Full FCE is studied in the library but internet services available are inadequate meet the user; information needs; The collection of the FCE library under study is not consolidated Internet services but other library collections can be accessed through the FCE library Internet services; Users are not very satisfied with internet service in all three FCEs Library.

8. U.O.Mfreke(2016): **"Utilization of School Facilities and Academic Achievement of Student Nurses in Human Biology in Schools of Nursing in Akwa Ibom State, Nigeria."** Four (4) specific objectives, four (4) Research questions and four (4) null hypotheses were formulated to guide the study. Ex-post facto survey design was accepted for study. Sample size of one hundred (100) was selected for the study using proportional stratified random sampling Technology. The researcher developed two (2) instruments tagged 'Teachers' Use of School Facilities' Questionnaire (TUSFQ)' and 'Students Achievement Test on Human Biology (SATHB)' used for data collection. Reliability coefficients of 0.82 and

0.74 for the TUSFQ and SATHB was established using Spearman Brown reliability analysis respectively. Pearson's product moments Correlation (PPMC) was used for data treatment.It was shown that there are significant Positive relationship between teachers; use of school facilities (library, laboratory, information and communication technology (ICT) centers and recreation centers) and academic achievement of student nurses Human Biology.

9. R.Muhammed.(2017) : **"Availability, use and maintenance of biology laboratory equipment and facilities in secondary schools in Sokoto State, Nigeria."** It was found that most senior secondary schools in Sokoto state have no laboratories. Where there are laboratories, they are poorly equipped. It has been observed that teachers are reluctant and do not have the ability to conduct practical work using the few available laboratory facilities. It was also shown that the retention culture of biology teachers in Sokoto State is poor.

10. A.N.Ohia.(2019): **"Utilization of Instructional Facilities and Academic Performance of Students in Public Secondary Schools in Rivers State."** The numerical strength of the population was 2,350261 teachers in senior secondary schools. Using stratified random sampling technique, The sample size was 342 respondents. To collect data, two researchers form The instruments used are "Utilization of Instructional Facilities Questionnaire (UIFQ) and Students' Academic Performance Scale" (SAPS). Verified by these materials Experts and their internal consistency were established using Cronbach's alpha The method yielded reliability indices of 0.79 and 0.81, respectively. Research questions Answers were given using the Pearson Product Moment Correlation (r) when the hypothesis was Analyzes were performed using the z-test at the 0.05 level of significance. It was shown that Positive relationship between effective use of instructional facilities and Academic performance of students. Recommendations include the need for increased Utilization of instructional facilities provided in Rivers State Public Senior Secondary Schools to improve the teaching-learning process for ultimate enhanced academics Student performance.

5. METHODOLOGY

VARIABLES

In research, variables refer to attributes or characteristics that can be measured, manipulated, or controlled. These are factors that researchers observe or manipulate to understand the relationship between them and outcomes of interest.

In his current research, the researcher tried to know the current status of instructional materials in secondary schools and how much these materials were used in education, how much important these materials were and how much they affect the students' academic achievement. In this study the researcher used students and teachers as population. The variables sued in this study were-Major variable: Instructional materials. Categories variable: Head teachers, Assistant teachers, Students. And depended variable: utilization of instructional materials and students academic performance.

POPULATION AND SAMPLING

Population and refers to the set or group of units to which the research findings are to be applied. It consists of all the units on which research findings can be applied. In other words, a population is a set of all units that possess the characteristics of the variable under study and to which the results of the study can be generalized.

The study population was secondary school students, head teachers and assistant teachers of Barasat subdivision of North 24 Parganas of West Bengal.

Mixed methods sampling technique was used for data collection. First, the researcher used cluster sampling to identify subdivision in North 24 Parganas. One subdivision of North 24 Parganas, it was- Barasat, Then four schools were selected using purposive sampling from the subdivision. Total number of schools ware four. The researcher selected 50 students from class IX and X. Here, the researcher used simple random sampling. The total number of students were (number of schools x 50) = (4 x 50) = 200. The head teacher and assistant teachers of the school were also considered as population. No sampling strategy was used for head teachers, but simple random sampling was used for assistant teachers. Total head teachers = (number of schools x 1) = (4 x 1) = 4. And total Assistant Teachers = (No. of Schools x 1) = (4 x 7) = 28. Total teachers (head teachers+ assistant teachers)=(4+28)=32

6. RESULTS:

DESCRIPTION AND INTERPRETATION OF DATA

1. **To find out the availability of Instructional materials in Secondary schools**

Table:1.: Availability of Instructional materials according to Head Teachers' responses

Instructional materials		Adequate available (%)	Few available (%)	Not available (%)	Total
1.	Newspaper is purchased daily	0(0%0	0(0%)	04(100%)	4(100%)
2.	Magazines for students are available in the library	01(25%)	02(50%)	01(25%)	4(100%)
3.	Different types of subject-related books are available in the library/reference book	01(25%)	03(75%)	0(0%)	4(100%)
4.	The school has Black/white board-chalk-dusters for teaching	04(100%)	0(0%)	0(0%)	4(100%)
5.	The school has Charts as teaching aids	02 (50%)	02 (50%)	0 (0%)	4 (100%)
6.	The school has maps as teaching aids	02 (50%)	02 (50%)	(0%)	4 (100%)
7.	The school has models as teaching aids	01(25%)	03(75%)	0 (0%)	4 (100%)
8.	The school has Globe for teaching	01(25%)	03(75%)	0(0%0	4(100%)
9.	The school has pictures	03(75%)	01(25%)	0(0%)	4(100%)
10.	The school has Computers/laptop as teaching learning materials	0(0%)	03(75%)	01(25%)	4(100%)
11.	The school has Projectors	0(0%)	03(75%)	01(25%)	4(100%)
12.	The school has Internet/ Wi-fi facilities	01(25%)	01(25%)	02(50%)	4(100%)
13.	The school has a Radio as teaching aids	0(0%)	0(0%)	04(100%)	4(100%)
14.	The school has Television as teaching aids	0(0%)	0(0%)	04(100%)	4(100%)

Above the table no: 1 were presented that Newspaper was Adequate available in 0% schools, Magazines for students in 25%, Different types of subject-related books in 25%, Black/white board-chalk-dusters in 100%, Charts in 50%, maps in 25%, models in 25%, globes in25 %, pictures in 75%, computers/laptops in 0%, projectors in 0%, internet/wi-fi facilities in 25%, radio in 0%, television in 0%. The finding also revealed that Newspaper was few available in 0% schools, Magazines for students in 50%, Different types of subject-related books in 75%, Black/white board-chalk-dusters in 0%, Charts in 50%, maps in 50%, models in 75%, globes in 75%, pictures in 25%, computers/laptops in 75%, projectors in 75%, internet/wi-fi facilities in25 %, radio in 0%, television in 0%. The table also showed that Newspaper was not available in 100% schools, Magazines for students in25%, Different types of subject-related books in 0 %, Black/white board-chalk-dusters in 0%, Charts in 0%, maps in 0%, models in 0 %, globes in 0%, pictures in 0%, computers/laptops in 25%, projectors in 25%, internet/wi-fi facilities in 50%, radio in 100%, television in 100%. So, it was known through this study that there was not enough instructional material in secondary schools. There was no newspaper for students to read. Most of the schools had no magazines for the students. There were not enough subject related/reference books in the schools. The libraries were always locked due to lack of librarians. Blackboards didn't stain as well as old or traditional. There were not enough charts, globes, pictures, maps. Most of the school were not adequate computers for students. Few schools did not have projectors. Maximum school were not wi-fi facilities for students. No school had Radio and Television.

2. To find out the utilization of instructional materials in Secondary schools

Table no: 2 Utilization of the Instructional Materials According to Teachers and Students' responses.

According	Teachers				Students			
Use of Instructional Materials	Always	Some times	Never	Total	Always	Sometimes	Never	Total
Black/white board - chalk – duster is used in the classroom	16(50 %)	16(50%)	0(0%)	32(100 %)	50(25 %)	125(62.5%)	25(12.5 %)	200(100%)
Charts are used in the classroom	20(62.5 %)	12(37.5 %)	0(0%)	32(100 %)	40(20 %)	130(65%)	30(15 %)	200(100%)
Models are used in the classroom	12(37.5 %)	12(37.5 %)	08(25 %)	32(100 %)	20(10 %)	150(75%)	30(15 %)	200(100%)
Maps are used in the classroom	16(50 %)	16(50%)	0(0%)	32(100 %)	50(25 %)	100(50%)	50(25 %)	200(100%)
Pictures are used in the classroom	12(37.5 %)	20(62.5 %)	0(0%)	32(100 %)	60(30 %)	100(50%)	40(20 %)	200(100%)
Globes are used in the classroom	08(25 %)	24(75%)	0(0%)	32(100 %)	30(15 %)	100(50%)	70(35 %)	200(100%)
Computer / laptop are used in the classroom	08(25 %)	08(25%)	16(50 %)	32(100 %0	25(12.5%)	50(25 %)	125(62.5%)	200(100%)
Projectors are used in the classroom-	04(12.5 %)	08(25%)	20(62.5 %)	32(100 %)	20(10 %)	50(25 %)	130(65 %)	200(100%)
Internet / Wi-Fi is used in the school/classroom	04(12.5 %)	08(25%)	20(62.5 %0	32(100 %)	20(10 %)	50(25 %)	130(65 %)	200(100%)

Above the table no: 2 showed the use of the instructional materials in the classroom. According to this table- the teachers responded that Black/white board-chalk-dusters were always used 50%, Charts always 62.5%, maps always 50%, models always 37.5%, globes always 25%, pictures always 37.5%, computers/laptops always 25%, projectors always 12.5%, internet/wi-fi facilities always 12.5%. For the sometimes teachers responded that Black/white board-chalk-dusters were sometimes used 50%, Charts Sometimes 37.5%, maps sometimes 50%, models sometimes 37.5%, globes sometimes 75%, pictures sometimes 62.5%, computers/laptops Sometimes 25%, projectors Sometimes 25%, internet/wi-fi facilities Sometimes 25%. For the never, teachers responded that Black/white board-chalk-dusters were never used 0%, Charts never 0%, maps never 0%, models never 0%, globes never 0%, pictures never 0%, computers/laptops never 50%, projectors never 62.5%, internet/wi-fi facilities never 62.5%,

Where students responded that Black/white board-chalk-dusters were always used 25%, Charts always 20%, maps always 25%, models always 10%, globes always 15%, pictures always 30%, computers/laptops always 12.5%, projectors always 10%, internet/wi-fi facilities always 10%. For the sometimes, students responded that Black/white board-chalk-dusters were sometimes used 62.5%, Charts Sometimes 65%, maps sometimes 50%, models sometimes 75%, globes sometimes 50%, pictures sometimes 50%, computers/laptops Sometimes 25%, projectors Sometimes 25%, internet/wi-fi facilities Sometimes 25%. And for the never, students responded that Black/white board-chalk-dusters were never used 12%, Charts never 15%, maps never 25%, models never 15%, globes never 35%, pictures never 20%, computers/laptops never 62.5%, projectors never 65.5%, internet/wi-fi facilities never 65%, So, it was shown from the study that where instructional materials were available, were not used properly. Teachers did not create any teaching aids for students. Students could not use school story books, reference books most of the time because the library rooms were locked due to lack of librarians. Not all students could do computer classes properly as there were no enough computers in the schools. Also most of the computers were damage most of the time due to lack of maintenance. Blackboards were rarely used in classrooms. Charts, models, pictures, maps, were not used by the teacher when need in the classroom. Most of the schools had projects but not enough and they were damage due to lack of maintenance. Lack of training of teachers, they could not use projectors properly in the classroom. No films, slides, etc related to the subject were shown by the projectors to the students. Many schools had Wi-Fi facility but it was not connected to students' computers or projectors. The reason given was that if the WiFi facility is provided to the students, they may misuse it.

3. **To find out the levels of important instructional materials for student academic study**

Table:3 Instructional Materials and Levels of Importance according to Teachers and Students

	Teachers				Students			
Level of Instructional Material	V.I	I	N.I	Total	V.I	I	N.I	Total
Level of black/white board-chalk-duster in the classroom-	32(100 %)	0(0%)	0(0%)	32(100%)	150(75 %)	50(25 %)	0(0%)	200(100 %)
Use of charts in the classroom-	28(87.5%)	04(12.5 %)	0(0%)	32(100%)	125(62.5%)	50(25 %)	25(12.5%)	200(100 %)
Level of models in the classroom-	24(75 %)	08(25%)	0(0%)	32(100%)	100(50 %)	50(25 %)	50(25 %)	200(100 %)
Level of maps in the classroom-	32(100 %)	0(0%)	0(0%)	32(100%)	170(85 %)	30(15 %)	0(0%)	200(100 %)
Level of pictures in the classroom -	28(87.5%)	0(0%)	4(12.5%)	32(100%)	100(50 %)	50(25 %)	50(25 %)	200(100 %)
Level globes in the classroom	24(75 %)	08(12.5 %)	0(0%)	32(100%)	125(62.5%)	50(25 %)	25(12.5%)	200(100 %)
Level of computer / laptop in the classroom	32(100 %)	0(0%)	0(0%)	32(100%)	200(100%)	0(0%)	0(0%)	200(100 %)
Level of projectors in the classroom	28(87.5%)	04(12.5 %)	0(0%)	32(100%)	200(100%)	0(0%)	0(0%)	200(100 %)
Level of Internet / Wi-Fi in the classroom	20(62.5%)	12(37.5 %)	0(0%)	32(100%)	180(90 %)	20(10 %)	0(0%)	200(100 %)

V.I=Very Important, I= Important, N.I=Not Important

Above the table no: 3 showed the important level of the instructional materials. According to this table- 100% teachers responded that Black/white board-chalk-dusters were very important, 87.5% teachers responded that Charts were very important, 100% teachers responded that maps were very important, 75% teachers responded that models were very important, 75% teachers responded that globes were very important, 87.5% teachers responded that pictures were very important, 87.5% teachers responded that computers/laptops very important, 100% teachers responded that projectors were very important, 62.5% teachers responded that internet/wi-fi facilities were very important. For the important, 0% teachers responded that Black/white board-chalk-dusters were important, 12.5% teachers responded that Charts were important, 0% teachers responded that maps were important, 25% teachers responded that models were important, 12.5% teachers responded that globes were important, 12.5% teachers responded that pictures were important, 0% teachers responded that computers/laptops important, 0% teachers responded that projectors were important, 37.5% teachers responded that internet/wi-fi facilities were important. For the not important, % teachers responded that 0% teachers responded that Black/white board-chalk-dusters were not important, 0% teachers responded that Charts were not important, 0% teachers responded that maps were not important, 0% teachers responded that models were not important, 0% teachers responded that globes were not important, 0% teachers responded that 0%, pictures were not important, 0% teachers responded that computers/laptops not important, 0% teachers responded that projectors were not important, 0% teachers responded that overhead projectors were not important, 0% teachers responded that internet/wi-fi facilities were not important.

Where, 75% students responded that Black/white board-chalk-dusters were very important, 62.5% students responded that Charts were very important, 85 % students responded that maps were very important, 50% students responded that models were very important, 62.5% students responded that globes were very important, 50% students responded that pictures were very important, 100% students responded that computers/laptops very important, 100% students responded that projectors were very important, 90% students responded that internet/wi-fi facilities were very important. For the important, 25% students responded that Black/white board-chalk-dusters were important, 25%

students responded that Charts were important, 15% students responded that maps were important, 25% students responded that models were important, 25% students responded that globes were important, 25% students responded that pictures were important, 0% students responded that computers/laptops important, 0% students responded that projectors were important, 10% students responded that internet/wi-fi facilities were important. For the not important, 0% students responded that Black/white board-chalk-dusters were not important, 12.5% students responded that Charts were not important, 0% students responded that maps were not important, 25% students responded that models were not important, 12.5% students responded that globes were not important, 25% students responded that pictures were not important, 0% students responded that computers/laptops not important, 0% students responded that projectors were not important, 0% students responded that internet/wi-fi facilities were not important. So, judging by the level of instructional materials, blackboard-chalk-duster, model, maps, globe pictures were important instructional materials. And computer, projector, and WiFi were very important instructional materials according to both students and teachers. So all these materials should be provided more in schools for the students.

4. **Students and Teachers opinion on the relationship between instructional materials and academic performance**

TABLE NO: 4 Relationship between instructional materials and academic performance according to Teachers and Students

According to	Relationship between instructional materials and academic performance							
	Very strong		Strong		Not strong		Total	
	Number of respondents	Percentage	Number of respondents	Percentage	Number of respondents	Percentage	Total number of respondents	Total percentage
Teachers	24	75%	08	25%	0	0%	32	100%
Students	160	80%	40	20%	0	0%	200	100%

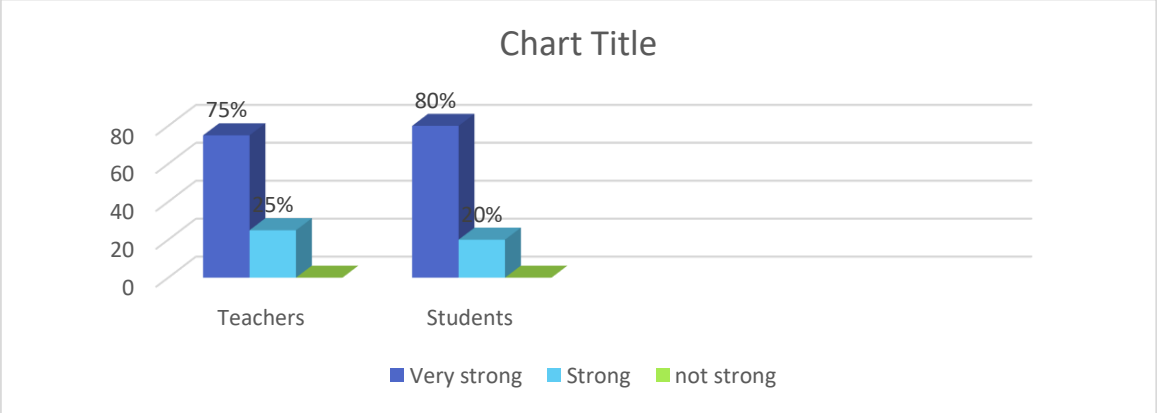

Figure No. 1: The graphical representation of percentage distribution of the relationship between instructional materials and academic performance as responded by the Teachers and Students.

According to this table no:4. 75% of the teachers opined that very strong relationship between instructional materials and academic performance, 25% of the teachers responded that strong relationship between instructional materials and academic performance, and 0% teacher stated that not strong relationship between instructional materials and academic performance. whereas 80% of the students opined that very strong relationship between instructional materials and

academic performance, 20% of the students responded that strong relationship between instructional materials and academic performance and 0% of the students stated that no strong relationship between instructional materials and academic performance. So, It is clear that there was a strong relationship between instructional materials and the academic performance of students in the field of education. From the above data it was seen that blackboard, charts, models, maps, pictures, all the materials had a strong relationship with the academic performance of students. According to teachers and students, there was a very strong relationship between computer, projector, WiFi facility and student performance. So if all these facilities can be provided more, the proficiency of the students in the field of education will increase more.

7. FINDING

The researcher showed through this study that there was not enough instructional material in schools. There was no newspaper for students to read. Most of the schools had no magazines for the students. There were not enough subject related/reference books in the schools. The libraries were always locked due to lack of librarians. Blackboards don't stain as well as old or traditional. There were not enough charts, globes, pictures, maps. Most of the school were not adequate computers for students. Few schools did not have projectors. Maximum school were not wi-fi facilities for students. No school had Radio and Television.

The researcher observed that instructional materials were not available in all the schools. Even in schools where instructional materials were available, they were not used properly. Teachers did not create any teaching aids for students. Students could not use school story books, reference books most of the time because the library rooms were locked due to lack of librarians. Not all students can do computer classes properly as there were not enough computers in the schools. Also most of the computers were damage most of the time due to lack of maintenance. Blackboards were rarely used in classrooms. Charts, models, pictures, maps, were not used by the teacher when need in the classroom. Most of the schools had projects but not enough and they were damage due to lack of maintenance. Lack of training of teachers, they could not use projectors properly in the classroom. No films, slides, etc related to the subject were shown by the projectors. Many schools had Wi-Fi facility but it was not connected to students' computers or projectors. The reason given was that if the WiFi facility is provided to the students, they may misuse it.

According to most students and teachers, modern audio visual aids like projectors, computer-laptops are very important instructional materials in the field of education. Computer, projector, WiFi facility had a positive impact on the academic performance of students. They can fulfill their unmet knowledge by using instructional materials. And their interest in education increases.

8. CONCLUSION

Instructional materials are the most important for the students and teachers, they help the students and teachers to increase their knowledge or experience. Instructional materials help to the students to increase their interest in academic study. So, schools need to provide more instructional materials for the students. The researcher showed through this study that there was not enough instructional material in schools. There was no newspaper for students to read. Most of the schools had no magazines for the students. There were not enough subject related/reference books in the schools. The libraries were always locked due to lack of librarians. Blackboards don't stain as well as old or traditional. There were not enough charts, globes, pictures, maps. Most of the school were not adequate computers for students. Few schools do not had projectors. Maximum school were not wi-fi facilities for students. Even in schools where instructional materials were available, they were not used properly. Teachers did not create any teaching aids for students. Students could not use school story books, reference books most of the time because the library rooms were locked due to lack of librarians. Not all students could do computer classes properly as there were not enough computers in the schools. Also most of the computers were damage most of the time due to lack of maintenance. Blackboards were rarely used in classrooms. Charts, models, pictures, maps, were not used by the teacher when need in the classroom. Most of the schools had projects but not enough and they were damage due to lack of maintenance. Lack of training of teachers, they could not use projectors properly in the classroom. No films, slides, etc related to the subject were shown by the projectors. Many schools had Wi-Fi facility but it was not connected to students' computers or projectors. The reason given was that if the WiFi facility is provided to the students, they may misuse it. According to most students and teachers, modern audio visual aids like projectors, computer-laptops are very important instructional materials in the field of education. Computer, projector, WiFi facility had a positive impact on the academic performance of students. They can fulfill their unmet knowledge by using instructional materials. And their interest in education increases.

However, many schools did not use the materials properly. There were also many problems in using it such as lack of training of the teachers. Many teachers did not have proper knowledge of using modern projectors. Lack of appropriate knowledge many teachers could not use computers. All teachers and students agree that educational technology plays an important role in academic performance. Students are deprived of these facilities due to lack of educational materials and their proper use.

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