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LEARNING MATERIALS AVAILABILITY AND STUDENTS' ATTITUDE AS CORRELATES OF STUDENTS' PERFORMANCE IN SENIOR SECONDARY SCHOOL HISTORY EXAMINATION IN OSUN STATE, NIGERIA.

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Abstract

The continual low performances of students in History over the years have been of grave concern to all stakeholders in education sector. This study therefore investigated availability of learning materials and attitude of students as correlates of students' performance in senior secondary school History in Osun State. The study is a descriptive research of survey type. Multi-stage sampling technique was used and data were collected from 240 students and 30 teachers from twelve senior secondary schools in six Local Government Areas of the Osun State. Four research questions and three instruments guided the study with reliability coefficient of 0.76 for LMA; 0.67 for HAS and 0.65 for HAT respectively. Data were analysed using Pearson product moment correlation and multiple regression. Results revealed that there was positive low relationship between availability of learning materials and students' performance ($r=0.33$); there existed positive low correlation between students' attitude and their performance in History ($r= 0.26$); both variables jointly account for 17.7% of observed variance in students' performance in History and that availability of learning materials was more potent ($B =0.37$) than students' attitude ($B= 0.19$) in determining students' performance in History. Government should ensure constant supply of learning materials into various schools that will motivate students to have positive attitude towards history which will improve the level of students' performance in History.

Keywords: Learning resources; students' attitude; students' performance; History.

Introduction

History is a means to understand the past and present. The different interpretations of the past allow us to see the present differently and therefore imagine and work towards different futures. Through the study of history we can investigate and interpret why society developed as it has and determine what influences have affected the past, present and shape the future. It

helps one to understand the complexity of our world and provides insights to help cope with the problems and possibilities of the present and future. History also provides a sense of identity to understand the collective past that has made us what we are today. In one sense history is the only thing that is real. The way in which people identify and interact with one another is by and large a consequence of history which shapes and

conditions individuals and societies at large whether they fully understand it or not. History is also a bridge to other disciplines.

Moreover, learning materials are indispensable factors in any teaching-learning process. Ordinary words or verbalization has been found to be inadequate for effective teaching-learning process. Learning materials serve as a channel through which message information; ideas are disseminated, seen, heard, felt or talked about. They facilitate classroom activities, they are anything or element the teacher turns to for help in his learning process. Learning materials with students' learning outcome have been the major variables of interest to the researchers. For instance, Daramola (2008) noted that improvisation demands adventure, creativity, curiosity and perseverance on the part of the teacher, such skills are only realizable through well-planned training programme on instructional materials improvisation. According to Abdullahi (1982), learning materials are materials or tools locally made or imported that could made tremendous enhancement of lesson impact if intelligently used.

Likewise, Olaitan and Ali (1997) state that learning materials are sources from which a learner may turn and secure helpful information for the attainment of instructional objectives. They are materials designed to help the process of learning.

Eze (2005), Learning material is any of devices with instructional contents or functions that can be used for teaching and learning process. Such materials may include magazine, charts, pictures etc. Learning materials are often referred to as instructional learning aids or device. (Isola, 2010) referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Learning materials are also described as concrete or

physical objects which provide sound or visual both of the learning materials in various classes, such as audio aural, visual or audio-visual. Thus, audio learning materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording, and television.

Furthermore, Attitude promotes or inhibits student behaviour in the classroom, the home, and among the peer group and ultimately learning and the choice of a career. Furthermore, they are considered to influence choices to attend, respond to value, participate in and make a commitment to educational activities. Olaoye (2005) states that considerable evidence demonstrates that attitudes play an important role in determining behaviour which is a potent tool for the determination of teaching effectiveness and the extent of student learning in History.

The term "attitude" does not have a universally acceptable definition or description; attitude is a mental and neural state of readiness, organized through experience; exerting a directive or dynamic influence on the individual's response to all objects and situations with which it is related. Attitudes, interests and values are central to the educative process both as ends and as means, depending on whether they are positively or negatively directed towards a particular object Fisher (2007). Moreover, Owolabi (1996) affirm that a relationship exists between attitude and learning, since both involve experience and behaviour change and that outcome in learning can be positive or negative owing to the fact that the basis of determining ideas and forming opinion about a subject matter involves our attitude.

Likewise, Ogunkola (2002) asserted that the attitude of a learner towards science would determine the measure of the learners' attractiveness or repulsiveness to science. This will invariably influence the learners' choice and

even learning outcome in the subject. In that regard, positive attitude will lead to persistence and better achievement. Awolola (2009) discovered a non-significant effect of attitude on student achievement. Osborne (2001) proved that there existed a positive correlation between students' attitude toward science and achievement. Fasasi (2012) in his study :improving learners' attitude to science under the Universal Basic Education Programme- the effect of ethno science based instruction observed a significant main effect of treatment on attitude to science as well as interaction effect of location and treatment on students attitude to science.

However, Olaoye (2005) states that teacher's attitudes influence student's attitude, which has a powerful influence on learning. This means that the influence of the teacher attitude, which can be regarded as part of the motivational factors for learner influence the direction of student attitude either positively or negatively. The attitude of History students whether positive or negative will to a large extent determine the level of their learning outcome at all levels of examinations. This is supported by Oke (2008) in his description of attitude as a learned predisposition to react consistently in a given manner to certain persons, objects or concepts. This can either be positive or negative. To put it succinctly, negative attitude inhibits learning, while positive attitude promotes learning in all disciplines including History.

It is important to note that: attitude towards science denotes interest or feeling towards studying science. It is the students' disposition towards 'like' or 'dislike' science while attitude in science means scientific approach assumed by an individual for solving problems, assessing ideas and making decisions. It is obvious that literature depicts varying

opinions and findings on the students' attitude towards science and their performances. According to Keeves (2007) and Postlethwaite and Wiley (2008), attitudes towards school subject are, in general, highly favoured, indicating strong support for teaching-learning of school subjects, History inclusive. There is also consistency across countries and age levels within a country, in the average level of attitude towards science by students. The researchers however concluded that there is marked decline in attitude towards school subjects between the ten-year old and fourteen-year old levels. Above and Mabo (2000), Hamiton (2003) in their findings they revealed that in countries where there was an emergent thirst for industrial and technological development, that there were very favourable attitudes towards science.

In addition, Keeves (2007) asserted that attitude towards science are known to decrease as students progress through their schooling years. He further submitted that attributes such as enthusiasm, respect for students and personality traits have been shown to influence students' attitude towards science as well as in other subjects. The implication of Keeves' findings is that attention should be given to science teaching early so as to enable students have favourable disposition towards science later in life. Olatoye, (2001) found that students attitude towards science has significant direct effect on student achievement in the subject. (Maio, & Haddock, 2010) opined that students' attitudes about the value of learning science may be considered as both an input and outcome variable because their attitudes towards the subject can be related to educational achievement in ways that reinforce higher or lower performance. This corroborates with Araromi's (1987) definition of attitude as the more or less stable way in which a person reacts to people, things, situation and problems.

Attitude is a combination of feelings and beliefs which result in a predisposition to respond favourably towards persons, groups, ideas or objects. Attitudes are unconsciously learnt as people engage in everyday interaction processes. Ezeanochie (2009) noted that attitude is a human expression that is made up of three interrelated components; belief, feelings and behaviour. Attitude manifests in an individual when he/she forms an opinion (beliefs) about the attitude object. Attitudes are learned over time by being in contact with the subject area. Information about the subject area is received through instruction and consequently attitude is developed. Moreover, if a person is favourably predisposed towards a learning package, that favourable disposition should lead to favourable behaviours like substantial learning outcome. Attitude has cognitive, affective and behavioural components. The cognitive aspect pertains to the ideas or propositions that express the relation between situations and attitudinal objects. The affective pertains to the emotions and feelings that accompany the encounter while the behavioural component pertains to the predisposition of readiness for action.

In the same vein, Alao, (2011) Sallabas (2008) describes attitude as an individual response to tendency against any phenomenon or certain thing around him, which can either be positive or negative. Johnson and Johnson (2001) define attitude in relation to reading comprehension as a relatively stable tendency to respond in a favourable or unfavourable fashion to specific reading task. Pupils' attitudes towards reading range from excitement to avoidance. The former is positive while the latter is negative.

In the same spirit, Southgate, Arnold and Johnson (2001) note that " a child's attitude to reading represents a significant factor influencing not only his motivation to read but also the manner in which he learns, the progress

he makes and also his eventual ability to read" . Pupils' attitudes to reading at times serve as a guide to their behaviours and these affect their educational goals and the degree of their involvement in educational activities. Briggs (2002) opines that the child's positive attitude is the foundation upon which his reading growth and development is built. Many factors influence students' attitude to a subject- the difficulty of learning task, the occupational preference/choice, the instructional strategy, the learning environment and many others. The instructional strategy in history class may influence the learning outcomes in the subject either positively or negatively White, (2006). This means that those students who do well in a subject, generally have more positive attitudes towards that subject and those who have more positive attitudes towards a subject tend to perform better in that subject.

Obviously, there are gaps in existing literature. This study was an attempt to bridge up deficit in research on learning materials availability and students' attitude as correlate of students' performance in history in Nigeria. Many scholars and researchers have studied the relationship between the learning materials, students' attitude and performance in history in senior secondary schools examination different from state of Osun and in fields different from history as a secondary school subject. Moreover it might be observed that most of their previous studies left many question yet unanswered. This present study took cognizance of these knowledge gaps in existing research literature; and focused attention in addressing those areas towards filling those gaps. Hence, this research was an attempt by the researchers to provide an empirical basis of the relationships between all categories of the learning materials and students' attitude in schools and students' performance in history in State of Osun, Nigeria.

Statement of the Problem

Students' performance in various school subjects in recent time have not been all that impressive, based on the report from school administrators. Particularly, it was observed that students' performance in History as a school subject is not encouraging as important as the subject is to individual citizen and the country as a whole. This has been a major concern for stakeholders in the education sector. Often time teachers complain of inadequate learning materials and poor students' attitude towards History as a subject and that as technology emerged, the concentration of the students and the interest of many are now transferred to the various social media. Several studies had researched into some aspects of students' factors and their implication on students' academic performance, but it seems only few had attempted to investigate the relationship between availability of learning materials, students' attitude and students' performance in senior secondary school History. The study therefore, investigated availability of learning materials and students' attitude as correlates of students' performance in senior secondary school History examination in Osun state.

Research Questions

Based on the stated problem, the researcher provided answers to the following questions:

1. What is the relationship between availability of learning materials and students' performance in History in Osun State?
2. What is the relationship between students' attitude and students' performance in History in Osun State?
3. To what extents do availability of learning materials and students' attitude correlate with students' performance in History in Osun State?
4. What are the relative contributions of availability of learning materials and students' attitude to students' performance in History in Osun State.

Methodology

The study is a descriptive research of survey type. The target population comprised all SS II History students in public senior secondary schools in Osun State. Multi stage sampling technique was adopted in this study. Osun state was stratified along the three senatorial districts (Osun East, Osun West, and Osun Central), Simple random sampling technique was used to select two Local Government Areas from each of the three senatorial districts that exist in the State. Purposive and simple random sampling techniques were used to select two public senior secondary schools from state and federal/command secondary schools where History was being offered from each of the Local Government Area selected. Purposive sampling technique was also employed to select twenty 20 SS II History students from each of the selected schools. Also Purposive sampling technique was used to select thirty 30 History teachers from the schools selected. In all, a total of 270 samples (240 students and 30 teachers) were used for the study. Three validated instruments were used for this study, namely: Availability of Learning Materials Availability (LMAQ) $r = 0.76$; History Attitudinal Scale (HAS) $r = 0.65$ and History Achievement Test (HAT). Data were analyzed using Pearson Product Moment Correlation and multiple regressions.

Results

Research Question One: *What is the relationship between availability of learning materials and students' performance in History in Osun State?*

Table 1: Correlation between Availability of Learning Materials and Students' Performance in History

Variables	Availability of learning materials	Student Performance in History
Availability of learning materials		
Pearson Correlation	1	.327
Sig. (2-tailed)		.000
Student Performance in History		
Pearson Correlation	.327	1
Sig. (2-tailed)	.000	

Significant at 0.05

Result: Table 1 presents the Pearson product moment correlation result of the relationships between availability of learning materials and students' performance in History. The table reveals positive low significant correlation between the variables at ($r = .327, p < 0.05$). This implies that availability of learning

materials has positive relationship with students performance in History. In other words, it was discovered from the study that a significant relationship exists between availability of learning materials and students' performance in History.

Research Question Two: *What is the relationship between students' attitude and student performance in History in Osun State?*

Table 2: Correlation between Students' Attitude and Students' Performance in History

Variables	Students Attitude	Student Performance in History
Students Attitude		
Pearson Correlation	1	.256
Sig. (2-tailed)		.013
Student Performance in History		
Pearson Correlation	.256	
Sig. (2-tailed)	.013	

Significant at 0.05

Result: Table 2 presents the Pearson product moment correlation result of the relationships between students' attitude and students' performance in History. The table reveals positive low significant correlation between the variables at ($r = .256, p < 0.05$). This implies that

students' attitude as a positive relationship with students' performance in History. In other words, it was discovered from this study that a significant relationship exists between students' attitude and students' performance in History.

Research Question Three: *To what extents do availability of learning materials and students' attitude correlate with students' performance in History in Osun State?*

Table 3a: Model summary and ANOVA of the Association between Availability of Learning Materials, students' Attitude and Students' Performance in History

R = .441 ^a					
R square = .195					
Adjusted R square = .177					
Standard error of the estimate = 5.316					
Model	Sum of squares	df	Mean Square	F	Sig.
Regression	621.502	2	310.751	10.995	.000
Residual	2571.913	238	28.263		
Total	3193.415	240			

Significant at 0.05

From table 3a the combination of the two independent variables, that is: availability of learning materials and students' attitude jointly related with students' performance in History, with positive moderate correlation at $R=.441$, a multiple R square of .195 with Adjusted R square of .177. The multiple correlation of .441 indicates a moderate relationship among the two independent variables (availability of learning

materials, students' attitude) and students' performance in History. Moreover, as shown in table 3a the combination of the two independent variables explains 17.7% of the variance observed in students' performance in History while the remaining is explainable by error variance. The observed R value was statistically significant at $F(2, 238) = 10.995, P < 0.05$. This implies that the two variables actually determine students' performance in History.

Research Question Four: What are the relative contributions of availability of learning materials and students' attitude to students' performance in History in Osun State?

Table 3b: Relative Contributions of Availability of Learning Materials and Students' Attitude to Students' Performance in History

Model	Unstandardized Coefficients		Standardized Coefficients	t	Rank	Sig
	B	Std. Error	Beta			
(Constant)	53.578	5.407		9.909		.000
Availability of learning materials	2.760	.722	.365	3.821	1 st	.000
Students' attitude	.684	.341	.192	2.007	2 nd	.048

Significant at 0.05

From the above table, it is obvious that these variables contributed significantly in the prediction of students' performance in History. Availability of learning materials with this feature ($\beta = .365$, $t = 3.821$, $p < 0.05$) is the more potent predictor variable, followed by students' attitude with ($\beta = .192$, $t = 2.007$, $p < 0.05$). This implies that the two predictor variables is part of the determinants of students' performance in History.

Discussion of Findings

The positive significant relationship between Availability of learning materials and students' performance in History corroborates the assertion of Jekayinfa (2001) who carried out a study on the effects of instructional resource on the academic performance of students in history in selected secondary schools in Ogbomoso Area of Oyo State; she equally reported a positive effect of instructional resources on students' achievement. Brian (2006) also carried out a research on the effect of video – taped instruction on secondary schools students, achievement in history, it was discovered that students taught with videotaped instruction

performed better than students taught with the lecture method.

Likewise, Nwoji (2002) observed that these learning materials contribute to the teaching-learning process in the following ways: retention of information, provision of concrete and realistic experience; reinforcements of verbal message; showing inaccessible process, materials, event things and changes in time, speed and space; promotion of greater acquisition and longer retention of virtue knowledge provisions of opportunities for independent and individual learning; reinforcement and enrichment of the mastering content; prevention and correction of misconception of abstract concept spatial relation and special details and provision of higher degree of interest. It has been retreated that the use of learning materials enhances learning experience and lead to interaction within the learning environment.

The positive significant relationship between students' attitude and students' performance in History buttresses the assertion of Ogunlade 2003 asserted that attitudes can influence how students think about themselves, their potential, and their abilities. She argues that, when teacher believed that students were

smart, they treated them as if they were smart, and not surprisingly they acted as though they were. In contrast, when teachers felt that students did not have the necessary skills aptitude, or intelligence to perform well, they tested them accordingly. The students apparently believed they did not have what it takes and behaved in ways consistent with those expectations. The students' attitude not only influences the type and difficulty of the goals they will select but also helps determine the amount of effort they will expend.

Summary of Findings

- ❖ There was positive significant relationship between availability of learning materials and students' performance in History at ($r = -.327, p < .05$). This implies that availability of learning materials is one of the determinants of students' performance in History.
- ❖ There was positive significant relationship between students' attitude and students' performance in History at ($r = -.256, p < .05$). This implies that students' attitude is one of the determinants of students' performance in History.
- ❖ Furthermore, the combination of the two independent variables, that is: availability of learning materials, students' attitude jointly related with students' performance in History, with positive moderate correlation at $R = .441$, a multiple R square of .195 with Adjusted R square of .177. The multiple correlation of .441 indicates a moderate relationship among the two independent variables (availability of learning materials, students' attitude) and students' performance in History.

Moreover, as shown in table 4.1.3a the combination of the two independent variables explains 17.7% of the variance observed in students' performance in History. The observed R value was statistically significant at $F (df = 2, 238) = 10.995, P < 0.05$. This implies that the two variables actually determine students' performance in History.

- ❖ Conclusively, it was discovered that these variables contributed significantly in the prediction of students' performance in History. Availability of learning materials with this feature ($\beta = .365, t 3.821, p < 0.05$) is the most influential in the predictors variables. Followed by students' attitude with this feature ($\beta = .192, t 2.007, p < 0.05$). This implies that the two predictor variables are part of the determinants of students' performance in History.

Conclusion

Inferences could be drawn from the foregoing that availability of learning materials, students' attitude are significantly and positively related to students' performance in History; in other words, ensuring substantial availability of learning materials will lead to significant increase in students' performance in History, vice versa. It could also be concluded that students' right attitude to the learning of History has a significant positive relationship with students' performance in History among secondary school students in Osun State; therefore, when government ensures constant supply of learning materials into various schools and the students' demonstrate positive attitude toward the teaching-learning process these will definitely increase the level of students' performance in History.

Recommendations

The following recommendations were made.

- ❖ Government should always supply relevant instructional materials to various secondary schools in the Osun State to facilitate increase in students' performance in school subjects;
- ❖ Teachers should attend seminars periodically to improve their skills in managing the available learning materials and be ready to improvise when there is need for it;
- ❖ Government should put in place, some incentive package that will encourage students in offering History as a school subject.
- ❖ Teachers should always supplement their teaching with instructional materials to avoid boredom on the part of the students.

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