

The Impact of Instructional Material Implementation and Students' Academic Performance in History in Selected Secondary Schools in Mbam and Kim Division, Center Region of Cameroon

Judith Bih Ndisah^{1*}, Maureen Ebanga Tanyi²

¹Doctoral/Ph.D. Student in Educational Science, University of Yaounde, Cameroon.

²Organisational Psychologist, lecturer in the University of Yaounde, Cameroon.

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.1026EDU0558>

Received: 24 August 2026; Accepted: 29 August 2026; Published: 08 September 2026

ABSTRACT

Students' academic performance has remained a major concern in many secondary schools in Cameroon despite the introduction of the Competency-Based Approach (CBA), instructional materials such as text books, visual aids and ICT Tools play an important role in making learning more effective and engaging. This study was carried out to determine how the availability and proper use of these materials influence students' understanding, participation, and overall academic performance in Mbam and Kim Division of the centre Region of Cameroon. The persistent poor performance of students in internal and external examinations suggests that challenges still exist in the implementation and use of instructional materials such as text books, visual aids and ICT Tools.

Inadequate or insufficient use of instructional materials has continued to hinder effective implementation and poor academic performance, thereby affecting students' academic achievement. It was against this background that this study examined the effect of instructional materials implementation on students' academic performance in selected secondary schools in Mbam-and-Kim Division, Cameroon.

Specifically, the study sought to examine the effect of instructional materials on students' academic performance in Mbam and Kim Division. The study adopted a quantitative research approach using the descriptive survey research design. The study population comprised History teachers and students in selected secondary schools in Mbam-et-Kim Division. A sample of 452 student respondents participated in the quantitative phase of the study.

Purposive, stratified and simple random sampling techniques were employed in selecting the respondents. Questionnaires used as the principal instruments for data collection. Quantitative data were analysed using descriptive statistics comprising frequencies, percentages, means and standard deviations, while simple linear regression was employed to test the hypotheses at the 0.05 level of significance.

The findings revealed that instructional materials had a statistically significant positive effect on students' academic performance. The study concluded that effective instructional material implementation is fundamental to improving students' academic performance in History in selected secondary schools in Mbam and Kim division. The study therefore recommends that the Ministry of Secondary Education should strengthen continuous professional development programmes for the implementation of instructional materials by teachers.

Keywords: Instructional Materials, implementation, Students' Academic Performance

INTRODUCTION

Education is universally recognised as a fundamental driver of human development, economic transformation and social progress. This could best be achieved with the effective use of instructional material. Instructional material implementation occupies a strategic position within the secondary school curriculum because it

contributes to the development of consciousness, national identity, civic responsibility, democratic values and critical thinking. As Yeats aptly observed, "Education is not the filling of a pail, but the lighting of a fire," emphasising that effective instructional material implementation should inspire learners to think independently rather than merely memorise information. Within education, effective instructional implementation therefore requires textbooks, visual aids and ICT tools

Instructional material implementation is therefore a multidimensional process through which prescribed curricula, syllabuses and programmes of study are translated into meaningful classroom experiences that enable learners to acquire knowledge, develop competencies and achieve intended learning outcomes. Challenges in instructional material implementation underscore the need to investigate how instructional materials implementation influences students' academic performance, particularly within contexts such as Mbam-et-Kim Division where limited empirical evidence currently exists. It is against this background that the present study examined the effects of instructional material implementation on students' academic performance in selected secondary schools in Mbam-and-Kim Division, Cameroon. Specifically, the study investigated the influence of instructional materials on students' academic performance. The findings are expected to contribute to curriculum policy, instructional practice and educational management by providing empirical evidence capable of strengthening instructional material implementation and improving the quality of application in the educational system in Cameroon.

Backgrounds of the study

Historical background

The history of instructional material implementation is closely linked to the evolution of formal education and the changing philosophy of teaching and learning across different historical periods. Early educational systems were predominantly content-oriented, with emphasis placed on the transmission of factual knowledge from the teacher to the learner. As educational systems expanded during the nineteenth and early twentieth centuries, the need for organised curriculum planning became increasingly evident, leading to the emergence of instructional material as a specialised tool within educational research.

Cameroon has experienced significant curriculum reforms on instructional materials implementation since independence in an effort to improve educational quality and respond to national development priorities. Following recommendations arising from educational reforms and policy reviews, the Ministry of Secondary Education adopted the Competency-Based Approach (CBA) as the guiding framework for instructional material implementation in secondary schools. Under this approach, teachers are expected to facilitate learning through interactive instructional methods, effective utilisation of teaching resources that promotes competency acquisition rather than rote memorisation. (MINESEC, 2023; Cameroon GCE Board, 2024).

In Mbam-et-Kim Division specifically, concerns have been raised regarding students' performance of History at the secondary school level. It is against this historical and educational background that the present study seeks to examine the effect of instructional material implementation of History and students' academic performance in selected secondary schools in Mbam-et-Kim Division, Cameroon.

Contextual Background

Instructional material implementation is grounded in the national educational policy established by the Law No, 98/004 of 14 April 1998 to lay down guidelines for education in Cameroon. Within this framework, instructional material constitutes important resources for translating curriculum objectives into effective classroom practices. The Ministry of Secondary education has promoted the use of teaching and learning resources alongside curriculum reforms and competency-based approaches. Teachers are expected to select and use instructional materials that correspond to curriculum objectives, learners need subject content and in terms of availability adequacy, accessibility, relevance

Conceptual Background

Instructional material refers to the various resources, devices and learning aids used by teachers to support the

teaching-learning process. They include Textbooks, visual aids, ICT Tools, historical documents and other digital resources. The implementation of instructional material refers to the process through which teachers select, obtain, prepare, organise, present and utilize appropriate teaching and learning resources during classroom instruction. Theoretical Background

Instructional material implementation is guided by several educational theories that explain how curriculum plans are translated into actual classroom practices and how these practices influence students' learning outcomes. These theories emphasize the role of teachers, learners, instructional strategies, learning resources, and the educational environment in achieving curriculum objectives. Understanding these theoretical perspectives provides a foundation for examining how effective instructional material implementation contributes to students' academic performance.

The Constructivist Learning Theory

The Constructivist Learning Theory, associated with scholars such as Jean Piaget and Lev Vygotsky, also provides an important foundation for understanding instructional material implementation. Constructivism suggests that learners actively construct knowledge through interaction with their environment, experiences, and social interactions. From this perspective, effective instructional material implementation requires teachers to use learner-centered approaches, practical activities, discussions, and problem-solving strategies that allow students to participate actively in the learning process. When curriculum content is implemented through meaningful learning experiences, students are more likely to develop deeper understanding and improved academic performance.

This theory collectively demonstrate that instructional material implementation is a complex process influenced by teachers' competence. Effective implementation requires not only a well-designed curriculum but also proper interpretation, planning, and delivery by teachers within supportive school contexts.

In conclusion, the theoretical perspectives on instructional material implementation emphasize the importance of aligning curriculum objectives, teaching practices, learning experiences, and assessment methods. The success of instructional material implementation depends on the ability of teachers and educational stakeholders to translate curriculum intentions into effective classroom experiences that promote students' understanding, skills development, and academic achievement

The constructivist perspective suggest that instructional material implementation is based on tenet educators should implement the instructional material to provide opportunities for students to make sense of the newly acquire knowledge in their personal ways. Indirectly, its primary proponent was the eminent psychologist Jean Piaget who asserted that students assimilate information, as opposed to acquire it. They then accommodate so that it may fit into their existent thought structures. The constructivist's perspective is currently under attack in America education as it promoted inquiring-based learning which is time consuming (Mayer, 2004). In an increasingly accountable age, science and math teachers are shying away from the perspectives of implementing it. However, the perspective is alive in elementary schools using the Montessori Method. Because, learning is adapted to child's developmental level. The constructivist's approach is a prime way to implement for students to absorb knowledge.

Theory of Performance by Don Elger (2007)

The Theory of Performance develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice, (Bransford, et al. 2000).

Statement of the problem

Education stands as a cornerstone of human development and societal progress, with the quality of instruction serving as a vital determinant of educational outcomes. In the centre region and Mbam and Kim division specifically, the desire of parents to see their children perform better in class and finally succeed in end of term exams are constantly thwarted. The implementation of instructional material seems to be lacking, not stable, to meet up with the expected outcome which is expected to improve students' academic performance. Instructional materials which are the main implementers of the program may not be effectively applied. At this point in time, the students, parents whose main objective is success are in a miserable or undesired state. This has caused many not to complete the secondary school program thereby leading to many dropouts, low entering into the second cycle, juvenile delinquency which promotes many undesirable ills like robbing, scamming, prostitution, suffering, frustration, misery. In the face of new development and approaches in teaching, implementation of instructional material becomes a challenging process to those involved in the teaching-learning process. Many teachers have not been well groomed on the usage of CBA and the implementation of digital teaching techniques and instructional materials. The challenges in instructional material implementation that generates to failure, repetition in a poor village has push many to drop out from secondary schools at tender age. Most of them engage in early marriages and unwanted pregnancies without the ability to cater for.

OBJECTIVES

General Objective

To examine the effect of Instructional Material implementation of History on students' academic performance in selected secondary schools in Mbam and Kim division.

Specific Objectives

To examine the effect of Textbooks implementation of history on students' academic performance in selected secondary schools in Mbam and Kim Division

To investigate the effect of visual aids implementation of History on students' academic performance in selected secondary schools in Mbam and Kim Division .To analyse the effect of ICT tools implementation of History on students' academic performance in selected secondary schools in Mbam and Kim Division.

RESEARCH QUESTION

General Research Question

What is the effect of Instructional material implementation of History on students' academic performance in selected secondary schools in Mbam and Kim Division?

Specific Research Questions

What is the effect of Textbooks implementation of History on students' academic performance in selected secondary schools in Mbam and Kim division?

To what extent do visual aids affect implementation of History on students' academic performance in selected secondary schools in Mbam and Kim Division?

Does ICT tools affect implementation of history on students' academic performance in selected secondary schools in Mbam and Kim Division?

RESEARCH HYPOTHESIS

General Research Hypothesis

Instructional Material implementation of History has a significant effect on students' academic performance

in selected secondary schools in Mbam and Kim Division.

Specific Research Hypothesis

Textbooks implementation of History has a statistical significance effect on students' academic performance in selected secondary schools in Mbam and Kim Division.

Visual aids implementation of History has a statistical significance effect on students' academic performance in selected secondary schools in Mbam and Kim Division.

ICT tools implementation of History has a statistical significance effect on students' academic performance in selected secondary schools in Mbam and Kim Division.

LITERATURE REVIEW

Instructional Materials

Instructional materials are essential resources that support the teaching and learning process by making classroom instruction more effective, meaningful, and engaging. According to Clark and Solomon (1983), no teaching material is better than another. Therefore, instructional materials are very vital in the teaching-learning process. They include all the tools, equipment, and learning resources that teachers use to present lesson content and help students understand concepts more easily. Instructional materials may be printed, visual, audio, audiovisual, digital, or practical in nature, depending on the learning objectives and the subject being taught.

Merrill (2002), *First Principles of Instruction* emphasized on problem centered instruction and the importance of demonstrating, applying and integrating knowledge. By this, instructional material could easily assist the learner to understand lessons appropriately.

Smaldino, Lowther & Russell (2015) on *Instructional Technology and Media Learning* examined the integration of instructional Technology and media into effective teaching and learning process which leads to improved students' academic performance.

The concept of instructional materials is based on the idea that learning becomes more effective when students interact with concrete objects, visual representations, and real-life experiences rather than relying solely on verbal explanations. Mayer (2009) demonstrated how appropriate designed combination of words, pictures and other media can support learners' understanding. These materials help bridge the gap between theory and practice by providing learners with opportunities to observe, manipulate, and apply knowledge in meaningful ways. As a result, they promote active participation, improve comprehension, and enhance knowledge retention.

Instructional materials can be classified into several categories. Printed materials include textbooks, workbooks, newspapers, journals, handouts, and reference books. Visual materials include charts, maps, graphs, diagrams, photographs, posters, and models. Audio materials include radios, recordings, and podcasts, while audiovisual materials include videos, television programmes, multimedia presentations, and educational films. Digital instructional materials include computers, tablets, interactive whiteboards, educational software, online learning platforms, and internet-based resources. Practical materials, such as laboratory equipment, science apparatus, mathematical instruments, and instructional models, provide students with hands-on learning experiences.

The effective use of instructional materials contributes significantly to improving the quality of teaching and learning. They simplify difficult or abstract concepts, stimulate students' interest, encourage active participation, and accommodate different learning styles. For example, visual learners benefit from diagrams and charts, while practical learners gain a better understanding through experiments and demonstrations. By presenting information in different forms, instructional materials make learning more inclusive and accessible to a wider range of students.

Overall, instructional materials play a vital role in achieving curriculum objectives and improving students' academic performance. They make learning more interactive, meaningful, and enjoyable while supporting teachers in delivering high-quality instruction. Therefore, ensuring the availability and effective utilization of instructional materials is essential for promoting effective teaching, enhancing students' understanding, and improving educational outcomes.

Adequate and relevant instructional materials such as text books, maps, charts, models, historical documents, audio visual resources, computers projectors and internet-based learning resources enhance teaching and learning. They make lessons more interactive, improve students' understanding of concepts, increase motivation, and promote active participation. As a result, students are more likely to achieve higher academic performance.

On the other hand, inadequate or unavailable instructional materials make teaching-learning process more abstract. Teachers may rely heavily on verbal explanations, making it difficult for students to visualize or understand complex concepts. This often leads to reduced student engagement, poor comprehension low retention of knowledge and lower academic performance.

Therefore, students who learn with sufficient appropriate, and well utilized instructional materials generally performed better academically than those who learn in environments

The drawing force of this research work is due to the fact that, the researcher has observed that secondary school teachers who are the implementers of the curriculum are not conscious of their duty, has an effect on students' performance. Most of the teachers are not able to cover the workload or syllabus of the school program, they occasionally prepare lesson notes, there is the poor use of instructional material and most often there are lapses during evaluation of the students.

RESEARCH ANALYSIS

To examine the effects of instructional material implementation on students' academic performance in History in selected secondary schools in Mbam-and-Ekim division, it adopts methodological aspects like; area of the study, the research design and the population, the target and accessible population, the sample size and sampling techniques. It further presents the research instruments, validity and reliability of the instruments, administration of the instruments, the data analysis technique, the recapitulative table and an explicit information table for this chapter.

Area of the Study

This study was carried out in the Mbam-et-Kim Division of the Centre Region of Cameroon. Cameroon is located in Central Africa and is often described as "Africa in miniature" because of its diverse geographical, cultural, and linguistic characteristics. The Centre Region, where the study was conducted, occupies approximately 69,000 square kilometres and is one of the ten administrative regions of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the west by the Littoral and West Regions. The region hosts Yaoundé, the political capital of Cameroon, and accommodates a mixture of urban, semi-urban, and rural communities.

The study focused specifically on Mbam-et-Kim Division, whose headquarters is Ntui. According to the National Institute of Statistics (2004), Mbam-et-Kim Division covers an estimated surface area of about 25,906 km² with a population of over 64,540 inhabitants. The division is administratively divided into five subdivisions namely: Mbangassina, Ngambè-Tikar, Ngoro, Ntui, and Yoko. These subdivisions host several secondary schools belonging to both the public and private sectors, including schools operating under the English-speaking and French-speaking sub-systems of education.

Research Design

This study adopted the quantitative method approach. The quantitative method approach was considered appropriate because it enabled the researcher to obtain comprehensive information concerning instructional

material implementation and students' academic performance in History in selected secondary schools in Mbam-and-Kim Division. The use of quantitative approach enhanced the credibility, objectivity, and depth of the findings.

The study specifically employed the descriptive survey design and correlational research design within the quantitative strand.

Descriptive Survey Design

The descriptive survey design was considered suitable for this study because it enabled the researcher to obtain detailed information from teachers, students, and school administrators concerning instructional materials, and students' academic performance in Mbam and Kim Division. The design also allowed the researcher to use questionnaires to collect quantifiable data that could easily be analysed using frequencies, percentages, means, and standard deviations. Furthermore, the descriptive survey design enhanced objectivity and facilitated the generalisation of findings to the target population.

The questionnaire items were developed in line with the specific objectives, research questions, and hypotheses of the study. The items measured respondents' perceptions concerning Textbooks, visual aids and ICT Tools, and students' academic performance in History.

Description of Questionnaire Items According to Variables

Section	Research Variable	Item Numbers	Number of Items	Measurement Scale
A	Text Books	Q1–Q10	10	4-Point Likert Scale
B	Visual Aids	Q10–Q20	10	4-Point Likert Scale
C	ICT Tools	Q21–Q30	10	4-Point Likert Scale
F	Students' Academic Performance in History	Q31–Q40	10	4-Point Likert Scale
	Total		50	

Source: Student Researcher (2026)

Weighting of the Scale

The questionnaire items were measured using a four-point Likert scale structured as follows:

- Strongly Agree (SA) = 4
- Agree (A) = 3
- Disagree (D) = 2
- Strongly Disagree (SD) = 1

The four-point Likert scale was adopted because it enabled respondents to express the intensity of their opinions without providing a neutral option. This enhanced clarity of responses and facilitated quantitative analysis using the Statistical Package for Social Sciences (SPSS) version 23.

For decision-making, the criterion mean of 2.50 was adopted. Any questionnaire item with a mean score of 2.50 and above was considered accepted, indicating agreement among respondents, while items with mean values below 2.50 were considered rejected.

Validation of the Research Instruments

It is an important aspect of research because it determines the accuracy, appropriateness, and usefulness of the data collected for the study. According to Cohen, Manion, and Morrison (2007), validity ensures that the research instruments adequately capture the variables under investigation and produce credible findings.

The Cronbach's Alpha coefficient ranges from 0 to 1, where values closer to 1 indicate higher reliability and consistency of the instrument. A reliability coefficient of 0.70 and above is generally considered acceptable for social science research.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.921	.938	50

Source: SPSS output (2026)

The results presented in the Table indicate that the questionnaire obtained a Cronbach's Alpha coefficient of 0.921, which is above the acceptable threshold of 0.70. This implies that the instrument possessed a high level of internal consistency and reliability. Furthermore, after the second administration of the questionnaire, the scores obtained from the respondents produced a stability coefficient index of approximately 0.90, indicating strong consistency of responses over time.

The high reliability coefficient therefore confirmed that the questionnaire items were stable, consistent, and suitable for collecting data on instructional material implementation and students' academic performance in History in selected secondary schools in Mbam-et-Kim Division, Cameroon.

Cronbach's Coefficient Alpha

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma^2 \frac{2}{k}}{\sigma^2} \right)$$

Where: $\sum \sigma^2 \frac{2}{k}$ is the sum of the variances of the k parts which are the items of the test or instrument.

σ = standard deviation of the test or instrument.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.921	.938	50

Source: This study (2026)

After two weeks we re-administered the instrument to the same group of people. The scores were computed to obtain a coefficient of stability index of 0.9. This coefficient stability is significant. This shows that the instrument had a good test re-test reliability.

Ethical Consideration

In contemporary education studies, all researchers are expected to apply, respect ethical principles and guidelines when research involves human subjects. Ethical issues have to do with respect for lives, persons, human dignity, beneficence and justice. According to (Amin, 2005),

Statistical Analysis Techniques

To attain the research objectives, answer the research questions, and test the hypotheses of the study, the data collected from the field were analysed using both descriptive and inferential statistical techniques. The analysis was conducted in quantitative data analysis.

Quantitative Data Analysis

Quantitative data analysis involved transforming raw data collected through the questionnaire into meaningful information for interpretation and decision-making. According to Dudovski (2018), quantitative data analysis involves the use of statistical procedures to summarise, organise, interpret, and establish relationships among variables. In this study, quantitative data obtained from respondents were coded and entered into the Statistical Package for Social Sciences (SPSS) version 25 for analysis.

The quantitative analysis was carried out using descriptive and inferential statistics.

Descriptive statistics

Descriptive statistics were used to summarise and describe the characteristics of the respondents and the study variables. Specifically, frequencies and percentages were used to analyse respondents' demographic information such as gender, age, academic qualification, and years of teaching experience. Frequencies and percentages were also used to present respondents' opinions on text books, visual aids, audio-visual materials and students' academic performance.

In addition, mean scores and standard deviations were used to analyse responses relating to the major variables of the study. The mean was used to determine the average opinion of respondents on each item, while the standard deviation measured the degree of variation or dispersion of responses from the mean. The use of mean scores enabled the researcher to determine whether respondents agreed or disagreed with the questionnaire items based on the established decision rule. A criterion mean of 2.50 was adopted for decision-making. Any item with a mean score of 2.50 and above was considered accepted, while items with mean values below 2.50 were considered rejected.

Inferential Statistics

Inferential statistics were used to determine the effect of the independent variables on the dependent variable and to test the hypotheses of the study. Specifically, simple linear regression analysis was employed to examine the effect of each independent variable on students' academic performance in History. According to Field (2013), regression analysis is a statistical technique used to examine the predictive relationship between variables and determine the extent to which one variable influence another.

In this study, simple linear regression was used because each research objective sought to determine the effect of one predictor variable on students' academic performance. The independent variables included text books, visual aids, and ICT Tools while the dependent variable was students' academic performance in Mbam and Kim Division.

The regression analysis enabled the researcher to determine:

- the strength and direction of the relationship between variables;
- the proportion of variation in academic performance explained by each predictor variable using the coefficient of determination (R^2);

- the regression coefficient (β), which indicated the extent to which changes in the independent variable influenced the dependent variable;
- and the significance level (p-value), which was used to determine whether the hypotheses should be accepted or rejected.

The decision rule for hypothesis testing was based on the 0.05 level of significance. Therefore, if the calculated p-value was less than 0.05, the null hypothesis was rejected, indicating that the independent variable had a statistically significant effect on students' academic performance. On the other hand, if the p-value was greater than 0.05, the null hypothesis was accepted, indicating that the variable had no statistically significant effect on students' academic performance.

Variables of the Study

Independent Variables

The independent variable in this study is instructional material Implementation.

Dependent Variable

Students' Academic Performance

A dependent variable is that which changes as a result of changes in the independent variable it is the variable of interest. The dependent variable of this study is students' academic performance

Indicators of students' academic performance

- Grades and average
- Test scores (e.g., exams, quizzes, assessments)
- Participation and engagement in class
- Homework and assignment completion
- Standardized test scores like the GCE and Baccalaureate exams
- National exam results (e.g., BEPC, Probatoire, Baccalaureate)
- School-based assessments and exams
- Class rank and position

Students understand lessons better when Text Books are used.	135 (29.9)	91 (20.1)	134 (29.6)	92 (20.4)	226 (50.0)	226 (50.0)	2.60	1.12
My teacher connects visual=Aids to the lesson content during teaching.	137 (30.3)	91 (20.1)	224 (49.6)	0 (0.0)	228 (50.4)	224 (49.6)	2.81	0.87
My teacher uses audio visual materials presentations and slides during lessons.	91 (20.1)	316 (69.9)	45 (10.0)	0 (0.0)	407 (90.0)	45 (10.0)	3.10	0.54
My teacher uses ICT tools and animations such as YouTube clips during teaching.	183 (40.5)	135 (29.9)	45 (10.0)	89 (19.7)	318 (70.4)	134 (29.7)	2.91	1.13
My teacher uses textbooks, maps, charts and digital boards during lessons.	272 (60.2)	135 (29.9)	45 (10.0)	0 (0.0)	407 (90.1)	45 (10.0)	3.50	0.67
Grand mean/Std.D							3.15	0.26

Source: Field Survey (2026).

The Table presents students' perceptions regarding the use of instructional materials during the teaching and learning of History. In general, the responses indicate that instructional materials are generally integrated into classroom instruction. The composite mean score of 3.15 with a standard deviation of 0.26 is above the criterion mean of 2.50, suggesting that respondents generally agreed that instructional materials are utilised to support curriculum implementation. The relatively small standard deviation indicates that students expressed fairly consistent opinions on the availability and use of instructional resources.

The findings reveal that 407 respondents (90.1%) agreed that their teachers explained the relationship between instructional materials and the lesson before using them, whereas only 45 respondents (10.0%) disagreed. This suggests that teachers generally introduce instructional resources in a manner that enables learners to understand their relevance to the lesson objectives.

Similarly, 407 respondents (90.0%) indicated that instructional materials were available during lessons, while 45 respondents (10.0%) expressed a contrary opinion. This finding implies that teaching resources are generally accessible in the sampled schools, thereby facilitating effective instructional material delivery.

The use of visual instructional resources also received favourable ratings. A total of 407 respondents (90.0%) acknowledged that teachers employed charts, maps, diagrams and pictures during instruction, compared with 45 respondents (10.0%) who disagreed. The frequent use of visual materials is likely to promote better understanding of historical events and geographical contexts discussed during lessons. Likewise, 407 respondents (90.1%) affirmed that teachers used audio-visual materials during lessons, whereas 45 respondents (10.0%) disagreed. This demonstrates that multimedia resources are increasingly incorporated into History instruction to improve learners' engagement.

Regarding the use of ICT tools, 407 respondents (90.1%) agreed that teachers employed computers, projectors or mobile applications during teaching, while 45 respondents (10.0%) disagreed. This pattern suggests that digital technologies are gradually becoming part of instructional practice and may enhance students' access to diverse learning resources.

Students' opinions concerning whether instructional materials improve learning were more evenly divided. While 226 respondents (50.0%) agreed that instructional materials helped them understand lessons better, an equal proportion (226 respondents; 50.0%) either disagreed or strongly disagreed. This variation suggests that the educational benefits of instructional materials may depend not only on their availability but also on the manner in which teachers utilise them during instruction.

Finally, 407 respondents (90.1%) indicated that teachers used textbooks, maps, charts and digital boards during lessons, while 45 respondents (10.0%) disagreed. This finding reinforces the view that conventional instructional resources remain widely utilised in the teaching of History. Taken together, the findings demonstrate that instructional materials constitute an important component of lesson delivery and curriculum implementation in the selected secondary schools in Mbam and Kim Division. Students generally perceived teachers as making effective use of visual aids, textbooks, digital resources and presentation technologies.

Table: Model Summary of Instructional Materials as a Predictor of Students' Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	.606	.605	.28353
a. Predictors: (Constant), IM				

The model summary presented in Table indicates a strong positive relationship between instructional materials and students' academic performance in History ($R = 0.778$). The coefficient of determination ($R^2 = 0.606$) reveals that instructional materials account for 60.6% of the variation in students' academic performance. This

suggests that the availability and effective utilisation of instructional materials make a substantial contribution to explaining differences in students' academic achievement in History.

Table 27: ANOVA of Instructional Materials as a Predictor of Students' Academic Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.553	1	55.553	691.074	.000 ^b
	Residual	36.174	450	.080		
	Total	91.727	451			
a. Dependent Variable: SAP						
b. Predictors: (Constant), IM						

The ANOVA results in Table 4.17 indicate that the regression model is statistically significant ($F(1,450) = 691.074$, $p < 0.001$). The probability value associated with the F-statistic is far below the 0.05 level of significance, demonstrating that the regression model provides a significantly better prediction of students' academic performance than a model without instructional materials as a predictor.

The highly significant P-value confirms that instructional materials make a meaningful contribution to explaining variations in students' academic performance. Consequently, the regression model is considered appropriate for examining the effect of instructional materials on academic performance.

Table 28: Regression Coefficients for Instructional Materials

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.746	.160		4.652	.000
	IM	1.332	.051	.778	26.288	.000
a. Dependent Variable: SAP						

The regression coefficients presented indicate that instructional materials have a statistically significant positive effect on students' academic performance. The unstandardised regression coefficient ($B = 1.332$) implies that, on average, a one-unit improvement in the effective utilisation of instructional materials is associated with an estimated 1.332-unit increase in students' academic performance, holding all other factors constant.

The standardised regression coefficient ($\beta = 0.778$) further demonstrates that instructional materials exert a strong positive influence on students' academic performance. This finding suggests that improvements in the availability, accessibility and pedagogical use of instructional materials are likely to result in corresponding improvements in students' achievement.

The regression coefficient was found to be highly significant ($t = 26.288$, $p < 0.001$), indicating that the observed relationship between instructional materials and students' academic performance is unlikely to have occurred by chance. Although the intercept was statistically significant ($B = -0.746$, $p < 0.001$), the principal

focus of the analysis is the predictor variable, which remained highly significant and positively associated with academic performance.

It is concluded that instructional materials have a statistically significant positive effect on students' academic performance in selected secondary schools in Mbam-et-Kim Division. The findings suggest that the effective provision and utilisation of instructional resources—including textbooks, visual aids, ICT facilities and other teaching aids play an important role in enhancing students' understanding of concepts and improving their general academic achievement.

The quantitative findings further imply that sustained investment in instructional materials, coupled with teachers' capacity to integrate these resources effectively into classroom instruction, would significantly strengthen the implementation of instructional material and contribute to improved learning outcomes across the selected secondary schools in Mbam and Kim Division.

Students' Academic Performance in Mbam and Kim Division

Before examining the effects of the independent variables on students' academic performance, it was considered necessary to examine respondents' perceptions regarding their own academic performance in Mbam and Kim Division. Respondents were therefore asked to indicate their level of agreement with ten statements describing behaviours and practices associated with academic performance. Responses were measured using a four-point Likert scale comprising Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The responses were analysed using frequencies, percentages, mean scores and standard deviations. The results are presented in Table 24.

Table: Students' Perceptions of their Academic Performance in Mbam and Kim Division

Items	Stretched				Collapsed		Mean	Std. D
	SA f (%)	A f (%)	D f (%)	SD f (%)	SA/A f (%)	D/SD f (%)		
I set aside regular time each week to study History.	227 (50.2)	180 (39.8)	45 (10.0)	0 (0.0)	407 (90.0)	45 (10.0)	3.40	0.66
I prepare adequately before History examinations.	183 (40.5)	224 (49.6)	45 (10.0)	0 (0.0)	407 (90.1)	45 (10.0)	3.31	0.64
I pay attention and take notes during History lessons.	272 (60.2)	180 (39.8)	0 (0.0)	0 (0.0)	452 (100.0)	0 (0.0)	3.60	0.49
I complete and submit History assignments on time.	182 (40.3)	225 (49.8)	45 (10.0)	0 (0.0)	407 (90.1)	45 (10.0)	3.30	0.64
I have access to textbooks and materials needed for studies.	226 (50.0)	226 (50.0)	0 (0.0)	0 (0.0)	452 (100.0)	0 (0.0)	3.50	0.50
I revise lessons with classmates and teachers before examinations.	317 (70.1)	135 (29.9)	0 (0.0)	0 (0.0)	452 (100.0)	0 (0.0)	3.70	0.46
I use past questions and class notes to revise for examinations.	272 (60.2)	180 (39.8)	0 (0.0)	0 (0.0)	452 (100.0)	0 (0.0)	3.60	0.49

My family encourages and supports my academic work at home.	226 (50.0)	181 (40.0)	45 (10.0)	0 (0.0)	407 (90.0)	45 (10.0)	3.40	0.66
I attend and participate actively in all lessons.	227 (50.2)	180 (39.8)	45 (10.0)	0 (0.0)	407 (90.0)	45 (10.0)	3.40	0.66
Teachers' effectiveness, teaching techniques, instructional materials and assessment procedures improve my academic performance.	183 (40.5)	224 (49.6)	45 (10.0)	0 (0.0)	407 (90.1)	45 (10.0)	3.31	0.64
Aggregate							3.45	0.45

Source: Field Survey (2026).

Table presents students' perceptions regarding their academic performance in Mbam and Kim Division. The findings indicate that respondents generally reported positive academic behaviours and learning practices associated with success in Mbam and Kim Division. In general, mean score of 3.45 with a standard deviation of 0.45 is well above the criterion mean of 2.50, suggesting that students generally perceived themselves as demonstrating satisfactory levels of academic engagement and performance. The relatively low standard deviation further indicates that respondents expressed fairly consistent opinions.

The findings show that 407 respondents (90.0%) agreed that they set aside regular time each week to study, while 45 respondents (10.0%) disagreed. This suggests that the majority of students maintain regular study habits that are likely to enhance their understanding of lessons.

All respondents (452; 100.0%) also indicated that they had access to textbooks and other learning materials required for History studies. Access to adequate learning resources provides opportunities for independent study and effective revision.

Similarly, every respondent (452; 100.0%) agreed that they revised History lessons with classmates and teachers before examinations. Collaborative revision provides opportunities for clarification of difficult concepts and reinforces classroom learning.

The findings also show that 407 respondents (90.0%) agreed that their families encouraged and supported their academic work at home, whereas 45 respondents (10.0%) disagreed. Family support appears to provide an enabling environment that motivates students to study and perform well academically.

Finally, 407 respondents (90.1%) agreed that text Books, visual Aids, ICT tools contributed positively to their academic performance, whereas 45 respondents (10.0%) disagreed. This finding reinforces the central premise of the study that effective instructional material implementation is associated with improved student achievement.

DISCUSSION OF FINDINGS, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Summary of Findings

The findings of this study indicate that instructional material implementation plays a significant role in enhancing students' academic performance in selected secondary schools in Mbam-and-Kim Division. Both the descriptive and inferential analyses revealed that the dimensions of instructional material implementation examined in this study—Text Books, Visual aids, ICT Tools—positively influence students' academic performance.

Discussion of Findings

Research Objective One: To examine the effect of Instructional Material of History on students' academic performance in selected secondary schools in Mbam-and-Kim Division.

The findings of this study demonstrate that instructional material is a fundamental determinant of students' academic performance in Mbam and Kim division. The evidence suggests that effective implementation of Text Books depends largely on the professional competencies of teachers who serve as the principal agents of instructional material implementation. The findings indicate that when teachers possess adequate subject knowledge, explain concepts clearly, motivate learners, manage classroom activities effectively, provide timely feedback and maintain positive teacher–student relationships, students are more likely to develop a deeper understanding of concepts and demonstrate improved academic performance. These findings imply that the quality of instructional material implementation is influenced not merely by the curriculum document itself but by the competence with which text books translate instructional materials into meaningful classroom experiences.

The findings further suggest that text books extend beyond mastery of subject content to encompass pedagogical competence, interpersonal relationships and professional commitment.

In conclusion, the findings provide convincing evidence that instructional materials remain indispensable for improving students' academic performance in Mbam and Kim division. The convergence of quantitative findings, curriculum theory and prescribed text books play a central role in transforming instructional material into meaningful learning experiences that promote understanding, critical thinking and academic success. The findings further suggest that efforts aimed at improving instructional material implementation in secondary schools should prioritise continuous professional development, pedagogical innovation and sustained support for teachers to enable them to fulfil instructional material implementation responsibilities more effectively

The purpose of this study was to examine the effect of instructional material on students' academic performance in selected secondary schools in Mbam-and-Kim Division. The study was motivated by concerns over the persistent challenges associated with the implementation of the secondary school instructional materials despite various curriculum reforms introduced within the Cameroonian educational system. Specifically, the study examined text books, visual aids, and ICT Tools as the major dimensions of instructional material implementation influencing students' academic performance in Mbam and Kim Division.

The findings of the study demonstrate that instructional material implementation remains a critical determinant of students' academic performance in Mbam and Kim Division. The evidence generated through the quantitative strands of the study consistently indicates that effective implementation of instructional material is achieved through the combined interaction of competent teachers, appropriate pedagogical approaches, adequate instructional resources.

The findings first imply that educational authorities should recognise teachers as the central agents of instructional material implementation. While curriculum reforms often focus on revising curriculum documents, the present study demonstrates that successful implementation depends primarily on teachers' professional competence. This implies that curriculum reform initiatives should be accompanied by continuous in-service training programmes that strengthen teachers' pedagogical knowledge, classroom management skills, and mastery of History content. Educational planners should therefore prioritise continuous professional development as an essential strategy for improving curriculum implementation in secondary schools. The findings also carry significant implications for students themselves. The study demonstrates that effective curriculum implementation encourages learners to become active participants in the learning process rather than passive recipients of information.

From a theoretical perspective, the findings extend existing knowledge on instructional material implementation by demonstrating that successful implementation should be conceptualised as an integrated instructional system rather than a collection of isolated classroom variables. The study illustrates that text

books, visual aids, and ICT Tool operate as complementary components of a unified curriculum implementation process. This integrated perspective provides educational researchers with a broader conceptual framework for examining curriculum implementation in future studies.

Finally, the findings have important implications for future curriculum reforms in Cameroon. As educational systems continue to implement competency-based curricula, policymakers should recognise that curriculum reform cannot succeed through curriculum revision alone. The present study therefore provides empirical evidence that curriculum implementation should be approached as a holistic educational process in which all instructional dimensions function collaboratively to improve students' learning outcomes.

In essence, the educational implications arising from this study demonstrate that improving students' academic performance in Mbam and Kim division requires a comprehensive approach that strengthens every stage of curriculum implementation. By investing in teacher competence, promoting learner-centred pedagogy, expanding access to instructional materials and enhancing educational stakeholders can significantly improve the quality of History teaching and learning within secondary schools in Mbam-et-Kim Division and across Cameroon.

REFERENCES

1. Abubakar, R. A. (2020). Impact of instructional materials on students' academic performance in Physics in Sokoto-Nigeria. *Journal of Educational Research*, 15(2), 45–58.
2. Adalikwu, S. A., & Iorkpilgh, I. T. (2012). The influence of instructional materials on academic performance of senior secondary school students in Chemistry in Cross River State. *Global Advanced Research Journal of Educational Research and Review*, 1(5), 126–132.
3. Akiri, A. A., & Ugborugbo, N. M. (2017). Teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria. *Stud Home Comm Sci*, 3(2), 107–113.
4. Akpan, G. U., Ekpe, E. O., & Essien, A. B. (2011). Teachers' effectiveness and students' academic achievement in social studies in Cross River State, Nigeria. *International Journal of Scientific Research in Education*, 4(2), 101–112.
5. Amin, M. E. (2005). *Social science research: Conception, methodology and analysis*. Makerere University Press.
6. Anthony, K., & Andala, H. (2023). Relationship between instructional materials utilization and learners' academic achievement in twelve years basic education in Kicukiro District, Rwanda. *International Journal of Education and Literacy Studies*, 11(2), 40–49.
7. Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*. Sage.
8. Dale, E. (n.d.). *Audiovisual methods in teaching* (3rd ed.). Dryden Press.
9. Ekobina, J. B. N. (2026). *Curriculum content implementation and students' academic performance in History in selected secondary schools in Mbam-et-Kim Division*. [Doctoral dissertation]. University of Yaoundé I.
10. Elger, D. (2007). Theory of performance. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed., pp. 19–22). Pacific Crest.
11. Fakis, A., Hilliam, R., Stoneley, H., & Townend, M. (2014). Quantitative analysis of qualitative information from interviews: A systematic literature review. *Journal of Mixed Methods Research*, 8(2), 139–161.
12. Farrant, J. S. (1980). *Principles and practices of education*. Longman.
13. Firestone, W. A., & Rosenblum, S. (1988). Building commitment in urban high schools. *Educational Evaluation and Policy Analysis*, 10(4), 285–299.
14. Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50.
15. Gagne, R. M., Briggs, L. J., & Wager, W. W. (1983). *Principles of instructional design* (3rd ed.). Holt, Rinehart and Winston.
16. Gray, D. E. (2013). *Doing research in the real world* (3rd ed.). Sage.
17. Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139–152.

18. Jubert, A., Taborada, J., Bautista, M., Gabana, G., & Tarun, E. (2024). Influence of teacher's teaching styles on students' academic performance using structural equation modelling. *International Journal of Educational Management*, 38(3), 112–130.
19. Kabilito, M., & Kiu, S. (2024). Role of instructional materials in students' academic performance: A systematic review. *African Journal of Education and Practice*, 9(1), 1–25.
20. Kafyulilo, A., Fisser, P., Pieters, J., & Voogt, J. (2013). ICT use in science and mathematics teacher education in Tanzania: Developing technological pedagogical content knowledge. *Australasian Journal of Educational Technology*, 29(4), 493–507.
21. Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). Sage.
22. Lodhi, M. A., Farooq, M. S., Ullah, M., & Ghazal, S. (2019). School learning environment and students' academic performance in Pakistan. *Bulletin of Education and Research*, 41(2), 101–120.
23. Muhammed, A., & Fayyaz, A. (2011). Availability and use of instructional material on academic performance of students in Punjab, Pakistan. *International Journal of Academic Research*, 3(2), 124–131.
24. Nwike, M. C., & Catherine, O. (2013). Effects of the use of instructional materials on students' cognitive achievement in agricultural science. *Journal of Educational and Social Research*, 3(5), 103–107.
25. Olayinka, A. R. B. (2016). Effects of instructional materials on secondary school students' academic achievement in Social Studies in Ekiti State, Nigeria. *World Journal of Education*, 6(1), 32–39.
26. Onunkwo, G. I. N., Ozomadu, I. L., Ejikeme, J., & Osuji, C. U. (2026). Effects of instructional materials on academic achievement of secondary school students in Chemistry in Enugu State. *African Journal of Science and Technology*, 15(1), 78–94.
27. Oyinlowe, K. O., & Imenda, S. N. (2019). Impact of assessment for learning on learner performance in Life Sciences. *Journal of Social Sciences*, 61(1), 1–10.
28. Piaget, J. (1972). *The psychology of intelligence*. Littlefield Adams.
29. Seguin, R. (1993). *Curriculum development and implementation* (ED-91/WS/17). UNESCO Bureau of Education.
30. Singh, R. (2019). Mixed methods research: An overview. *Journal of Research and Method in Education*, 9(3), 12–18.
31. Stufflebeam, D. L. (2003). The CIPP model for evaluation. In T. Kellaghan & D. L. Stufflebeam (Eds.), *International handbook of educational evaluation* (pp. 31–62). Kluwer.
32. Syverster, M., & William, K. (2015). Designing instructional materials for teaching methodology in curriculum content implementation. *International Journal of Curriculum Studies*, 7(2), 89–101.
33. Tambo, L. I. (2012). *Cameroon national education policy since the 1995 forum* (3rd ed.). Design House.
34. Tanah, D. N., & Encho, M. N. (2017). *Research writing for graduate students*. Unique Printers.
35. Tanyi, M. E. (2016). Pedagogic Barriers in Cameroon Inclusive Classrooms. The Impact of Curriculum, Teachers' Attitudes and Classroom Infrastructures. *Journal of Education and practice*, 7(18), 210–221.
36. Tanyi, P. F. (2016). *Educational psychology: Theory and practice*. Design House.
37. Tashakkori, A., & Teddlie, C. (2010). *SAGE handbook of mixed methods in social and behavioral research* (2nd ed.). Sage.
38. Techo, G. (2016). Mixed method research designs and their application in educational research. *International Journal of Academic Research in Education*, 2(1), 1–14.
39. Tumwesigire, J. (2017). *Effects of instructional materials on performance in schools* [Research report]. Kyambogo University.
40. Tyler, R. W. (1969). *Basic principles of curriculum and instruction*. University of Chicago Press.
41. Ugorji, I., Nwosu, K., & Onyekwuluje, F. (2024). Effect of assessment method on academic performance of students in certificate programmes at Rivers State University. *International Journal of Educational Assessment and Evaluation*, 6(1), 22–39.
42. Wang, T. (2010). CIPP evaluation model: Application in educational settings. *International Journal of Education*, 2(2), 1–15.
43. Yemte, D. (2023). Use of instructional materials on students' performance in Chemistry in selected high schools in the Mfoundi Division, Cameroon. *African Journal of Science Education*, 5(2), 67–89.
44. Yukl, G. (2006). *Leadership in organizations* (6th ed.). Pearson/Prentice Hall.
45. Yusuf, B. N., & Njinjiri, H. (2024). Impact of instructional materials on student academic performance using the English language in junior secondary school in Yobe State. *International Journal of Language Education*, 8(1), 1–17.