
**EFFECTIVENESS OF INSTRUCTIONAL MATERIALS IN TEACHING
ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN ONDO STATE,
NIGERIA**

DARE WILLIAMS OMOTOYINBO Ph.D

Department of Arts Education
Faculty of Education,
Adekunle Ajasin University,
Akungba-Akoko,
Ondo State, Nigeria.

ABSTRACT

Instructional materials are those materials used in the teaching and learning situation to impact the desired knowledge, make learning relatively permanent in students and to assist teachers in achieving the objective or goals of the curriculum. Hence, any teacher who fails to appreciate the importance and place of instructional materials in education will fail in the discharge of their duties. Formal education rest considerably on the effective use of instructional materials, relevant of the filled of knowledge, therefore, serious efforts to popularize formal education among countries pupils must start with the provision of adequate instructional materials. However, the awareness and the prevailing situation in most of the states in Nigeria concerning the availability and the use of instructional materials are shocking and note impressing. The study concluded that for a professional and efficient teacher to teach successfully in the classroom he/she must make use of appropriate instructional materials to arouse the interest of students in teaching.

Keywords: Instructional materials, teaching, English language, students, schools

1.0 INTRODUCTION

The usefulness of instructional materials in Nigerian education generally is inevitable in our secondary schools. This clime has been made and pointed out decades ago but the understanding of it did not reflect in the actual practice.

Some years ago, few education have made a distinction between curriculum and the means of achieving the aims and objectives of the curriculum guide. The guide indicates to the teacher with help of a few aids for effective teaching. The selection of instructional materials is left to the teacher; although many curriculum guides to select the and by inculcating the list of resources to be used by teachers.

This work which must be exposed is the recent situation of education on Nigeria and so for Nigeria education to improve; we need the assistance instructional materials in our schools.

But it was very desertening that only scanty materials or aids are available at the disposal of the teachers for use. Also, instructional materials should not only be prepared materials to

make teaching effective, in this case the instructional materials must be “students centered” it has been claimed by experts that the usefulness of instructional materials on interest to the student as well to make the class livelier. Hence, with the use of teaching materials in teaching, students are given unique experience which makes them better interested in the lesson so as to enhance a greater level of understanding, because of this, it is important to note that instructional materials are used to complement the teachers’ efforts and hence should not be used as a substitute for teaching.

2.0 RESEARCH QUESTIONS

To find out effectiveness of instructional materials in teaching situations, the following questions are generated:

1. What percentage of teachers in respective schools uses instructional materials in teaching their students?
2. How effective are the teachers during their classroom work when using instructional materials?
3. Which kind of instructional material is used by the teacher when teaching?
4. What are student’s attitudes towards the use of instructional materials?
5. What are the problems of using instructional materials in teaching the students and suggestions for better usage?

3.0 LITERATURE REVIEW

Instructional material can be defined as any device, piece of equipment, graphic representation, sound illustration that helps the pupils to learn. It can also be referred to as materials, while teachers use instructional materials to convey ideas, information and knowledge to learn about certain phenomenal. They act as supplements to the teacher's verbal expression, make learning more meaningful and better understood by the learners. This means that learning and teaching can be improved by effective selection and use of instructional materials because they appeal to human senses.

The strategy to use in each situation depends on a number of factors among which are:

- The acknowledgment of skill and attitude to be thought.
- Individual differences such as learning style, visual perception interest, social economic background etc...
- Average ability of the learners

Many schools have written a lot about the uses and purpose of instructional materials in teaching learning process.

According to Hyer (1974). Teaching should be enriched and supplement by an array of teaching materials that are under the control of the teacher. These involve behavioural concept as well as overall methodology and set of techniques in the application of instructional principles.

According to Kukururu (2004). In his book are the manmade products which enables a teacher to present his/her lessons in a meaningful and practical fashion to the learners.

Robert (1973) in order to show the impact of instructional materials, said the effective classroom interaction facilitates effective learning. He goes further to say that learning tends to be more effective when the individual actively participates in learning experience.

According to Biyi Olowoye in his book (principle and method of teaching) said that, instructional materials or documents are written package, that assist the teacher to effectively and efficiently carry out his instructional assignment.

These documents are usually designed to conform to a set out standards so that teaching in various schools will conform to the prescribed standard. According to Oboku (1980). It is not always advisable to introduce lesson with a lot of instructional materials, they should not be used because we have them, the need has to come first and the need decides the manner of use. For the purpose of education, instructional materials, either big or small, is important to the teacher and pupils especially in teaching and learning aspect of a subject.

In cases, instructional materials must be used to the best advantages specifically to the students' needs, characteristics, stage of development and priorities, however, no teaching is complete in itself until it has been used with others to achieve the desired and desirable result. According to Ogunmilade (1992) in his book "media in education" emphasized that, for proper selection of instructional materials, thoughtful and comprehensive planning is necessary in this case, its environment, goals and objectives are well defined before knowing the type of media that will be suitable for them.

According to Resell-Aguilar (2018) declared firmly that hearing, touching, and listening to materials used for learning could be presented in a way to provide students with opportunity to become actively involved intellectually and through mobile application. Perceptually and physically.

Fox (1974); Allington (2005) postulated that concepts are more meaningful if they result from real experience not verbal abstractions. According to him,

"He who limits his teaching to the voice, the chalk board and the text book will tend to develop verbalism in teaching to the neglect of experience. Obviously, the degree of reality that can be achieved in the letter is limited by classroom situation."

He argued that such limitations could be overcome by providing nations experience through the use of instructional in English classes.

Benedict (1984) emphasized that the effectiveness of instructional aids can be determined, if we carry out a pretest, that is, giving the students a test before the use of particular instructional material can be administered, hence, the significant difference discovered between the two scores is the effectiveness of the instructional materials.

In addition, this instructional materials which is another name for instructional technology is innovation used to aid teaching and learning in secondary schools. In the book of other secondary contemporary behavioural psychologists such as Scenner Segmour (1994) from the bedrock which instructional materials have come and how effective it is in a learning environment.

Edling and Panlso (1971) also stressed that instructional materials attract the attention of student when teaching them. In other words, it is not possible for students to be involved in another thing rather than what the teacher is passing to them. The use of instructional materials in this case help teacher to achieve individual attention of his pupils. Forhim to motivate and gear them up.

Davies (1973) explained that “students” learn more with the help of instructional materials, if the teacher introduces to the students the materials he is going to use as well as intended objectives to be achieved, the students are encouraged to participate. The students are reportedly exposed to instructional materials so that effective reinforcement can take place, with the explanation by “Davies” we clearly see that the use of instructional materials helps the students to have better understanding of what the teacher is teaching most especially in secondary schools in Ondo State, Nigeria, if it can be applied.

In educational technology (ACE. SERIES 1985) the authors confirmed that te use of instructional material increased the rate of learning and at the same time allow the teacher to use more time in other gainful activities.

Students are encouraged to be involved in turn, enhances the achievement of behavioural objective and gives instructions a more scientific case. And the authors stated further that “learning becomes real and immediate” if instructional aidsare used as ear apply especially in subject sounds like consonant and differentiation of plosives in English

Obanya et al (1985) also supported ideals, he said all forms of instructional materials used facilitate classroom teaching and learning, explained further that the use of instructional materials also provide pupils with first-hand experience. Experience which an individual encounters directly as an active participant, his type of experience is very rich, vivid, life like, exciting and very meaningful to the individual who has passed through it (Hauang, Lee and Yang, 2019).

As such,the first quantity and quality of learning which come from such a first-hand experience will be very high.Timothy Awoniyi (1981) mention that modern teacher uses more than his voice in classroom teaching. He (teachers) make use of instructional materials so that he can have a good result.

3.1 Types of Instructional Materials

Instructional materials can be classified into two according to the sense of organ they are associated with, those ones that are connected with the sense of hearing are called “Audio aids” some of the materials used in this category are as follows: human voice, record player, tape recorder and radio.

Moreover, instructional materials connected with the sense of sight are called “visual Aids” some of these visual aids are:

- Overhead transparencies
- Models, specimens, and collections
- Charts, maps, exhibits and graphic materials
- Still picture and chalkboard

There are also some materials which make use of both sight and hearing, these materials are called “Audio-visual Aids” examples are:

- Television
- Projectors

Both mention picture with sound track. Other cases of useful instructional materials in the teaching of all subjects in secondary schools include:

- Printed materials
- Real objects
- Scientific materials

- A. Printed Materials: - consist of materials that are in form of print e.g syllabus, work-books, text-books, and reference etc.
- B. Real objects: - include triangles made from sticks, pots made by porters, time flacks, bilt, bell, table, and chairs, bead etc...
- C. Scientific Materials: - consist of computer cork to teach object float on water e.t.c.

4.0 APPRAISAL

The usefulness of instructional materials in the teaching of subjects in secondary schools cannot be over emphasized, this is because when teaching materials are effectively used in classrooms, they will throw more light on those subject topics which the student must understand and will also help the students to be more interested in the subject.

Thus, according to Niyi Benedict in his book “essentials of educational technology” (1984) he described instructional materials as the “medium through which a message passes to the receiver (students)” furthermore, he listed the following basic functions of instructional materials in schools and learning environment.

4.1 Instructional Materials

The following are the effects of instructional materials in teaching of English
Enrich teaching.

Help students to visualize.

Consolidate learning.

Expand learning scope.

Motivate the interest of the students.

Make the teaching and learning more effective.
Provide experience for the students.
Tie verbal concepts.

4.2 Research Method

The descriptive survey research type was adopted for this study. It was adopted to determine the impact of instructional materials in the teaching of English in some selected secondary schools in Ondo State, Nigeria.

4.3 Population

All the secondary schools in the Local government area were involved.

4.4 Sample

The sample consist of twenty teachers and two (two hundred students, randomly selected from ten schools i.e. two teachers and twenty students each participate from ten schools, that were randomly selected for the investigation respectively.

4.5 Instrument

The instrument used in the study was a validated questionnaire, oral interviews, text books and observation. The questionnaire is on teaching experience. Subject of academic and specialization subjects turned on teach, sex of the teachers, method employed aid West African School Certificate, the items deal with information on the attitude of teacher's impact of teacher towards the preparation used and impact of instructional materials.

Oral interview and observation was also used to collect information about impact of instructional materials in selected schools

4.6 Data Analysis

For the analysis of data collected for this research, descriptive statics was used since the researcher is dealing with research question. That is, all the date collected wasanalyzed by using frequency countsand percentages to find out the common influence of instruction materials in the teaching of English in secondary schools in Ondo State, Nigeria.

5.0 RESULTS AND DISCUSSION

Research Question 1

Are there enough qualified English teachers to teach English in secondary schools in Ondo State, Nigeria?

In response to the items in highest educational qualifications attained, one of the respondents indicated that their qualification is below N.C.E (50%) seven have N.C.E (35%) while ten have first degree (50%) when two has higher degrees (10%)

Table 1 Highest Educational Frequency Percentage

Qualification	Number of Responded or Frequency	Total Number Expected	Percentage
Below N.C.E	1	20	5
N.C.E	7	20	35
First Degree	10	20	50
Higher Degree	2	20	10
Total	20		100

It was discovered from the data that 50% of the teachers are 1st degree holders but some were English teaching while 35% of the teachers were NCE holders classes also from the date, higher degree holders are too few. All these would be lead to lack of impacting knowledge,through lack of use of instructional materials as what Armsey and Daw 1973 emphasized.

Research Question 2

What instructional materials are available in secondary schools in Akoko South West Local Government for teaching English? The data revealed that the common instructional materials available in the Local Government secondary schools was chalkboard which had 100% it was clearly shown that instructional materials is deficient in the schools and there is no way teaching of English can be effective without instructional materials.

According to Fox (1974) who postulated that he who limits his teaching to the use of voice chalkboard and text books will tend to develop verbalism in teaching which would reduce the strength and effectiveness of instructional materials in teaching English.

Table 2 Availability of Instructional Materials

Materials	Number of respondents	Total number expected	Percentage
Chalkboard	20	20	100%
Radio	5	20	25%
Tape & player recorder	6	20	30%
Television	4	20	20%
Real object	15	20	75%
Pictures, chart	18	20	90%
Overhead project	2	20	10%
Computer machine	4	20	20%

From the table 2 above, the only instructional materials available in all the schools is chalkboard while picture and chart are available in many schools while many schools have no electricity supply in their school.

Research Question 3

What is the attitude of teachers towards the use of instructional materials in general?

From the summary of the teacher response to item 10, 11, 12 and 13 respectively, their responses indicated that teachers generally have a positive attitude towards the use of instructional materials in strengthening teaching of English language (William, 1984).

Table 3 Teachers towards use of instructional materials

	Number of respondents	%	Number of respondent	%	Total number expected
10. The use of instructional materials and method leads to greater interest in English	15	75	20	5	20
11. Students understand concepts better in English language when teachers use instructional materials	13	65	15	15	20
12. The use of instructional materials in teaching English is very essential	17	85	-	15	
13. The use of instructional materials in the teaching English stimulates and encourage creativity	18	90	-	5	

From Table 3 above, in response to item 10 and 11 which was suggested and supported by May (1999) in his write-up on teaching materials that, the use of instructional materials helps students and leads to greater interest in the subject, and concept are better understood with the use of instructional materials. 75% and 65% agree respectively that when instructional materials are used, it brings greater interest and understanding to English, while 20% and 15% respectively disagree with the statement, and 15% uncertain. There was no response to disagree with item 12 and 13 which state that the use of instructional materials in teaching of English is very essential to stimulate and encourage creativity, while 5% of the respondents were uncertain to the statement. This finding is more or less tantamount to the experiment and finding carried out by Bradley’s and Carmer’s (1979) about the significance of the use of instructional materials.

The total number of students that responded to the questionnaire without mistakes were ninety (90) out of one hundred distributed out to students.

Research Question 4

Response on whether there are teaching facilities for English in their schools.

Table 4 Teaching facilities for English

Response	Number of response or frequency	Total number expected	Percentage
Agree	51	90	56.7%
Disagree	32	90	35.6%
Uncertain	7	90	7.7%
Total	90		100.00%

Table 4 above, shows 51 (56.7%) of the respondent agreed that there are no teaching facilities for teaching English while 32 (35.6%) disagreed, 7 (7.7%) were uncertain. This indicate there are insufficient teaching facilities for English in most of the secondary schools in Ondo State, Nigeria. This reviewed Duyilemi (2000) that lack of sufficient teaching aid has reduce effective teaching and learning system in education.

Research Question 5

Response of students to whether they use instructional materials in their school.

Table 5 Use of instructional materials in schools

Response	Number of respondent or frequency	Total number expected	Percentage
Agree	20	90	22.2%
Disagree	65	90	72.2%
Uncertain	5	90	5.6%
Total	90		100.00%

This table confirmed that most of the secondary schools were not using instructional material to teach English subjects. In the table, 20(22.2%) of the students agreed while 65(72.2%) disagreed with this statement and there was only 5 (5.6%) students who were uncertain. This discussion agreed with Duyilemi (1997 & 2000) about the lack of proper use of instructional materials.

Table 6

Response	Number of respondent or frequency	Total number expected	Percentage
Agree	15	90	16.7%
Disagree	75	90	83.3%
Uncertain	-	90	-
Total	90		100.00%

From table, it is shown that 15(16.7%) of the students agreed that the use of instructional materials make no different to their understanding, while 75(83.3%) disagree that the instructional materials used by their teacher make them understand English concept which means that there is need for the use of instructional materials because according to Aluko (2002) it makes English concept clear and lively to the students understanding. None of the students was uncertain to this statement.

Table 7

Response of students on whether lesson taught when an instructional materials is being used were enjoyed than when it is not used

Responses	Number of respondent or frequency	Total number of expected	Percentage
Agree	69	90	76.7%
Disagree	16	90	17.7%
Uncertain	5	90	5.6%
Total	90		100.00%

From Table 7, 69 (76.7%) of e students strongly agreed that they enjoyed lesson taught with instructional materials than without instructional materials and another 16 (17.7%) disagreed with this view while 5 (5.6%)of the respondents where uncertain. From the enjoyed lesson taught with aids of instructional materials than lesson taught without instructional materials is in reference to what Robert (1973) revealed in his book, instructional technology.

6.0 DISCUSSION

The questionnaire pointed out that there are no enough qualified English teacher in secondary school in Akoko North West Local Government Area. It was discovered from the data that 50 of the teachers are B.A (Ed) degree holder, but not all are English B.A.Degree holders, because some were language B.A holders and Masters in English, and they were teaching English. It also revealed that the common instructional materials available in the local government secondary school is chalkboard which had 100%. It was clearly shown that instructional materials is deficient in the school and there is no way teaching English can be effective without instructional materials. In addition, it is clearly shown in table 3 that the use of instructional materials influenced students and lead to greater interest in the subject.

It is also revealed in Table 7 that the importance of instructional materials in teaching English in secondary schools, because the lesson taught with instructional materials are more enjoyable their lesson taught without materials.

From this discussion, in relation to literature review, one can deduct that, the importance of instructional materials in teaching and learning English in secondary schools according to Aluko and Adewumi (2002) “apart from reducing the task of the teachers and helping to facilitate learning, teaching aids often create pleasant and stimulating atmosphere for

learning". Though, the effectiveness of instructional materials depends on the qualities of materials used and the attitudes of the teachers toward the use of the materials available.

7.0 CONCLUSION

It is very clear from the results of the essay that instructional materials have tremendous impact on teaching and learning in Nigeria education because of this, it is mandatory for secondary school teachers to use instructional materials in teaching their student.

The use of instructional materials in the teaching of subjects by the teachers will go a long way into enhancing understanding and interest in the language for the subjects. Because of this, teachers should take seriously, the use of instructional materials in the teaching and learning process.

Lastly, the government, university of educations, school teachers and parents should encourage the use of instructional materials for effective teaching and should also play their roles in using these instructional materials to impact the desired knowledge to the student.

8.0 RECOMMENDATIONS

The following recommendations are made for this study:

- Government: Both State and Federal government should endeavour to establish sources of instructional materials in all secondary schools so that student can reap the advantages of using them apart from helping to translate the items of the curriculum into a reality. Government should endeavour to provide appropriate media materials such as television, radio, cassette, tape recorder, overhead projector, film strips to enrich the teaching of subjects in schools, the government should encourage teachers to attend seminars, workers and resources programmes regularly
- Ministry of Education: The ministry of education should place relevant technical personnel at the disposal of these secondary schools. The purpose of improvisation, proper supervision and monitoring of schools should be emphasized to ensure that subject teachers use instructional materials for their lesson.
- Schools: Schools should ensure proper care of instructional materials. Member of the society can be encouraged to provide instructional materials for schools e.g. provision of laboratory. The school can also call on parents to donate for the provision of instructional materials for the schools.
- Teachers: Since it is clear that the teaching and learning of various subjects becomes relatively easy with the relevant and adequate use of instructional materials. Then, teachers should use these instructional materials to impact the desired knowledge and make learning relatively permanent.
- Parents: Parents should make efforts to expose their children to any medium like educational television programmes that will help them learn their subject easily

- Finally, it is crystal that instructional materials are giving people place in the teaching and learning of any subject in any secondary school, the performance of students in all subjects will be very encouraging.

REFERENCES

- Allington, R. I. (2005). *The English Language and Communication*. Owerri: Chukwemeka Publishers.
- Duyilemi, A.N. (2007). *Basic Principles of Curriculum and instruction*. Ado-ekiti: Petoa Educational Publishers.
- Fafunwa, A. B. (1974). *History of Education in Nigeria*. London: George Allens on Unwin Publisher.
- Femi, A. and Adewumi, A. (2002). *The Excellent Teacher*. Akure: Success Publishers.
- Huang, X., Lee, J. C. K., & Yang, X. (2019). What really counts? Investigating the effects of creative role identity and self-efficacy on teachers' attitudes towards the teaching of implementation for creativity. *Teaching and Teacher Education*, 84, 57-65. <https://doi.org/10.1016/j.tate.2019.04.017>.
- Kukuru, J.D. (2002). *Theory and Practices of Teaching*. Lagos: Unique Educational Publishers.
- Ofoegbu, L.I. (1992). *Teaching Aids and Research*. Lagos: Nelson Publishers Limited.
- Rosell-Aguilar. F. (2018). Autonomous language learning through a mobile application: a userevaluation of the busuu.app. *Computer Assisted Language Learning*, 1-28
- William, O.A. (1984). *A Guide to the Practice of Teaching*. Ibadan: Evans Brother Nigeria Publishers.