

## **Availability and Utilization of Modern Instructional Resources for Effective Teaching of English in Junior Secondary Schools in Abia State, Nigeria**

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### **Abstract**

This study examined the availability and utilization of modern instructional resources for effective teaching of English in junior secondary schools in Abia State, Nigeria. Five research questions and five null hypotheses guided the study. Descriptive survey research design was adopted. The population is thirty-nine thousand nine hundred and seventy-five (39,975) consisting of twenty-seven thousand and forty-one (27,041) students and two thousand nine hundred and thirty-four (2,934) teachers. Taro Yamane Formulae was used to determine the sample size 396 students and 350 teachers. A sample of 746 teachers and students was used for the study. The sample was determined using Taro Yamane Formulae. Two staged sampling technique was employed for the study. The study employed proportionate stratified random sampling to select a representative sample of students and teachers from Abia State. To ensure a representative sample, simple random sampling was employed to select the schools using an online random number generator tool. The instrument was validated by three experts. The reliability of the instrument was determined using the test-retest reliability method and it yielded reliability indices of 0.86 and 0.84. The data collected were statistically analyzed. The findings of the study showed that modern audio visual instructional resources are available in low extent for effective teaching of English. The study further revealed that there was no effective utilization of modern audio visual resources for effective teaching of English. The researcher recommended among other things that school administrators should not only provide modern instructional resources but ensure that they are utilized to a very high extent.

**Key Words:** Availability, Unitization, Modern Instructional Resources, Effective Teaching.

## Introduction

Education remains an instrument for rapid development of any nation and her citizenry. It is a tool for achieving sustainable human and capital development. Hence it is a bedrock of the sustainable development of any Nation. To keep to this development, Nigeria shall keep to the trend which is use of modern instructional resources for effective teaching of English language via the junior secondary education. Modern instructional resources are identified to be needful for effective teaching of students' English language in school system. We can say they help in developing skills in school system and are important factors used in teaching.

For any Nation's education system to be an instrument of national development, it must be functional and productive. It means that it'll equip her citizens with the right kind of knowledge, skills and attitude necessary for effective functioning in the society. The acquisition of these skills and attitude will help to develop the individual's abilities and capabilities. Therefore, the great soviet encyclopedia defined modern instructional resources as educational resources used to improve students' knowledge, abilities and skills to monitor their assimilation of information, and to contribute to their overall development and upbringing (Aditya, 2019). Modern instructional resources are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching situations to help achieve desired teaching objectives (Lewis, 2018). According to Mohammed (2016), they are combinations of resources or equipment that process instruction and training. He further stated that the resources or equipment are centered on the objectives of teaching to be effective. They are the modern physical media in which the purposes of the curricula are fulfilled.

Looking at the definition of modern instructional resources, it means the use of technological devices for instructional resources. This is why Bajraktari, (2020) observed that technology hasn't only changed the way teachers deliver their lessons and how students learn, it has also made education in general more accessible to millions of students through online classes and online resources. One of the causes of these revolutions is the internet. Instructional resources have been categorized by several authors based on certain classifications. For Bassey and Amie-Ogan (2019) instructional resources are classified based on the sense. In audio instructional resources, learners learn from them by listening, whereas in audio-visual instruction resources,

learners learn from them when the stimulus of sight and hearing are present to them simultaneously. The Audio visual aids include overhead projectors, smart boards and multimedia projectors while the audio aids comprise of the radio, tape recorders and so on. The visual materials are the textbooks, chalkboards, charts, flannel boards, maps, pictures, models and practical demonstrations.

To develop and utilize these individual capabilities and potentials for a functional and productive educational system, the education sector of Nigeria has adopted English Language to be a compulsory subject but yet to make the use of modern instructional resources mandatory in the classroom. English language is therefore an essential subject offered in the Universal Basic Education for the achievement of functional and productive education. It is a language equally termed among other subjects as the requisite because there is no course that does not demand a student to study it. English language is a core subject at all levels of the Nigerian education system. It is Nigeria's official language. The teaching of the English language is given prominence in terms of lesson period allocation. Hence, its importance cannot be overemphasized as it is used as an official language of government and private administrations, communication, business transactions and used in writing textbooks in all subjects taught in primary, secondary schools and tertiary institutions.

It is one of the few core subjects recommended in the National Policy on Education (FRN, 2013). It is therefore essential that English language be properly taught so that students can have effective mastery of the subject (Oribabor, 2017). This importance gave rise to the objectives of English Language as stipulated in the English language curriculum which include to building upon the English language skills developed at the upper basic education classes; developing the skills of listening; speaking, reading and writing to enable the students undertake higher education without problems; equipping secondary school leavers with a satisfactory level of proficiency in the language for use in their work places; stimulating in them the love for reading as a pleasurable activity and promoting and enhancing the various language skills and competences for effective national and international communication (Oladunjoye, 2016). Hence, to realize the objectives of the English language curriculum can only be through effective teaching of English Language.

Teaching therefore is the process of attending to people's needs, experiences, feelings, and intervening so that they learn particular things, and go beyond the given (Smith, 2016). In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'What is teaching?' is to look at what those called 'teachers' do, and then to draw out key qualities or activities that set them apart from others. According to Obiakor and Malu (2020), teaching is defined as an interactive process, primarily involving classroom talk which takes place between teachers and pupils and occurs during certain definable activities. The effective teaching of English language is expected to reflect in desired academic performances of the students in English language. To this extent, academic performance of students in English language becomes an important parameter to know how well the students have been taught the objectives of the English language curriculum. However, whether internal or external examinations, the academic performance of the students in English language have not been encouraging over the years, as the number of students who passed with distinction is not encouraging.

Recently, research studies have shown that students' academic performance in English Language in the junior secondary schools have been very poor with little or no appreciable improvement over the years. Hence on the average the performances of the students in English in external examinations conducted in Abia State have been generally poor. This could be attributed to a lot of factors such as modern instructional resources. These modern instructional resources could be audio, audio-visual, visual, projected materials and electronic. It will not be an ambiguity to say that modern instructional resources have positively changed the world of teaching. These resources use by teachers in teaching in order to realize stated educational aims and objectives, are called instructional resources or materials/teaching aids which are also inclusive of modern instructional resources. Therefore, being modern is to go with the present flow, living life in modern ways, and more civilized (Azhar, 2017). She further stated in present sense, it is to use technology and doing it in smarter way. Santhosh (2018) defined modern as a social change that can result in betterment of human lives by adoption of new ideas, values and institutions.

The use of modern instructional resources is necessary in Junior Secondary Schools is inevitably, as it is perceived that students sometimes find it difficult to comprehend immediately

what is being taught by the teacher due to non-availability of instructional resources to convey the concept and topics. Konomi (2017) observed that the use of visual aids such as television, video from iTunes can help young learners easily understand and realize the main points that they are taught in the classroom. Davis (2018) suggested that most teachers understand the power of visual aids in helping students grasp content. Teachers value the support that visual lend to classroom instruction because they encourage students to make associations between pieces of information, soak up chunks of course content quickly, and function as a memory aid. Crowley (2016), believe that teachers must adapt classroom instruction to the modern world. “If educators do not find ways to leverage mobile technology in all learning environments, for all students, then we are failing our kids by not adequately preparing them to make the connection between their world outside of school and their world inside school” (Paul, 2016).

However, the extent to which modern instructional resources will aid the effective teaching of English Language will depend on the availability and utilization of the resources. Availability of teaching resources warrants the extent of accessibility to learning resources for effective teaching. To this extent, availability of laboratory for English language entails that the instructional resources for effective teaching of English language are accessible and contains all the necessary facilities such as computers typewriters, audio-visual, video, audio resources amongst others. These modern instructional resources must not only be accessible but also in good This also resulted that any school that does not have available and functional instructional resources to aid effective teaching is paving ways for the failure of her students working conditions.

Utilization of instructional resources plays an important role in effective teaching in schools. The idea of organizing and managing resources for effective teaching can be seen as resource utilization in the class. Resources utilization has to do with the extent to which facilities available at the schools are either used effectively or inefficiently or remain unused. When resources are maximally used such resources are effectively utilized. If the resources are not maximally used it can be said to be underutilized. When there is so much pressure on the use of an equipment this may result to over utilization which could lead to breakdown of such items or resources. Out rightly, one cannot rules out that there would not be challenges that may be

militating against the use of modern instructional resources in the schools since it may not be accessible, not in a good condition to use and effectively utilize.

All the same, instructional resources can only maintain its importance when they are used. An increasing number of research studies indicate that few teachers have integrated modern instructional resources in a way that leads to significant changes in classroom practice (Tallvid, 2014). However, to the best of the knowledge of the researcher after going through several literatures online and textbooks, there's nowhere the researcher have seen this same study carried out either in scope of the study or area of the study. These reasons prompted the researcher to explore the availability and utilization of modern instructional resources for effective teaching of English in JSS3 in Abia State.

### **Statement of the Problem**

Today, majority of schools is not in conformity with the present trend to using of modern instructional resources in teaching English language. Few schools that provide these resources do so poorly and uncommitted to use it effectively for teaching. This situation paved way for disparity among students of English in their performance in the class. Irony of it, despite the overwhelming supports by scholars to use modern instructional resources in the schools for teaching by teachers, the result and effect keeps being appalling and disgusting since majority of students will not emerge successfully in English language at the final evaluation. On this note, the problem is it modern instructional resources? These conditions mentioned above prompted the researcher to research on the availability and utilization of modern instructional resources for effective teaching of English language in Jss3 in Abia State Nigeria.

### **Purpose of the Study**

The purpose of the study was to investigate the availability and utilization of modern instructional resources for effective teaching of English language in JSS in Abia State. Specifically the study sought to:

1. examine the extent of availability of modern audio visual instructional resources for effective teaching of English language in junior secondary schools in Abia State.
2. examine the extent of utilization of modern audio visual instructional resources for effective teaching of English language in junior secondary schools in Abia State.

#### **1.4 Research Questions**

The following research questions guided the study:

1. What is the extent of availability of modern audio visual instructional resources for effective teaching of English language in junior secondary schools?
2. What is the extent of utilization of modern audio visual instructional resources for effective teaching of English language in junior secondary schools?

#### **1.5 Hypotheses**

The following null hypotheses were formulated to guide the study:

- H<sub>01</sub>:** There is no significant difference between the mean scores of teachers and students on the extent of availability of modern audio visual instructional resources for effective teaching of English language in junior secondary schools in Abia State.
- H<sub>03</sub>:** There is no significant difference between the mean scores of teachers and students on the extent of utilization of modern audio visual instructional resources for effective teaching of English language in junior secondary schools.

#### **Methodology**

The study adopted descriptive survey design. The study was conducted in Abia State which comprises of Aba, Ohafia and Umuahia education zones. The population for the study was 39,975 teachers and Junior Secondary School (JSS3) students from the three education zones of Abia State. A sample of 746 teachers and students was used for the study. The sample was

determined using Taro Yamane Formulae. Two staged sampling technique was employed for the study. The study employed proportionate stratified random sampling to select a representative sample of students and teachers from Abia State. To ensure a representative sample, simple random sampling was employed to select the schools using an online random number generator tool. The instrument for data collection was a self-constructed questionnaire by the researcher titled “Availability and Utilization of Modern Instructional Resources for Effective Teaching of English Questionnaire AUMIRETEQ”. Items on the questionnaire were arranged in clusters to assess the availability and utilization of modern instructional resources for effective teaching of English in Junior Secondary Schools in Abia State, Nigeria. The response format was a 4 point scale of Very High Extent (VHE) (4 points), High Extent (3 point), Low Extent (2 points) and Very Low Extent (1 point). The instrument was validated by three experts. The reliability of the instrument was determined using the test-retest reliability method and it yielded reliability indices of 0.86 and 0.84. The research questions were answered using simple descriptive statistics such as the mean and standard deviation. The four-point scale was used to compute the mean. Values were attached to the categories of responses namely Strongly Agree/Very High Extent (4 points), Agree/High Extent (3 points), Disagree/Low Extent (2 points) and Strongly Disagree/Very Low Extent (1 point). This means that the cut-off mark is 2.50. Hence, items with points above the cut-off mark of 2.50 were retained while below 2.50 were not accepted. The hypotheses were tested at 0.05 levels of significance with appropriate degree of freedom using t-test analysis. The hypotheses of no significant difference were retained if the p-value is greater than 0.05 level of significant if otherwise the null hypothesis was rejected.

## Results and Discussion

**Research Question One:** To what extent is modern audio visual instructional resources available for effective teaching of English language in Junior Secondary Schools in Abia State?

**Table 1: Mean and standard deviation of students and teachers on the extent of the availability of modern visual instructional materials**

S/N	Cluster Items	Teachers	Students	Overall	Decision
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		$\bar{X}_1$	SD	Rem.	$\bar{X}_2$	SD	Rem.	$\bar{X}$	SD	
1	Television	1.77	.423	LE	1.71	.453	LE	1.74	.438	LE
2	Computer (iMac, laptop, Notebook)	1.90	.299	LE	1.86	.344	LE	1.88	.322	LE
3	Projector	1.93	.252	LE	1.90	.295	LE	1.91	.286	LE
4	Smart Board	1.87	.337	LE	1.82	.383	LE	1.83	.374	LE
5	Radio Programs	1.95	.208	LE	1.95	.224	LE	1.95	.221	LE
6	Podcasts	1.87	.337	LE	1.82	.383	LE	1.83	.374	LE
7	Audio apps/media	1.83	.374	LE	1.78	.415	LE	1.79	.406	LE
8	Audio Books	1.97	.158	LE	1.96	.201	LE	1.96	.193	LE
	<b>Pooled Mean</b>	<b>1.89</b>	<b>.299</b>	<b>LE</b>	<b>1.85</b>	<b>.337</b>	<b>LE</b>	<b>1.86</b>	<b>.330</b>	<b>LE</b>

Tables 1 show that the cluster mean of items 1 – 8 was 1.89 and 1.85 for teachers and students while the overall mean score is 1.87. This is below the mean benchmark of 2.50 of a 4-point rating scale. This implies that the respondents agreed that modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State is available to a low extent. The Table also revealed that the cluster standard deviation of items 1 – 8 was .299 and .337 for teachers and students while the overall cluster standard deviation was .330. This also shows that the respondents were not far from the mean and opinion of one another in their responses on extent modern visual instructional materials is available for effective teaching of English language in Junior Secondary Schools in Abia State adding further validity to the mean.

A corresponding hypothesis formulated to further address the research question is;

There is no significant difference between the mean scores of teachers and students on the extent of availability of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State.

**Table 2: t-test analysis for Equality of Mean Ratings of Teachers and Students on the extent of availability of modern visual instructional materials**

Respondents	N	$\bar{X}$	SD	DF	tcal.	P-value	Remarks
Teachers	350	1.89	.299	744	2.837	.125	NS
Students	396	1.85	.337				

$\bar{X}$  = Mean, SD = Standard deviation; Df = Degree of Freedom, P-value = probability value

The data in Table 2 indicates a t-calculated value of 2.837 and significant p-value of .125. Since the p-value of .125 is greater than 0.05 level of significant, the null hypothesis is therefore accepted. Hence, there is no significant difference between the mean scores of teachers and students on the extent of availability of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State.

**Research Question Two:** What is the extent of utilization of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State?

**Table 3: Mean and standard deviation of students and teachers on extent of utilization of modern visual instructional materials**

S/N	Cluster Items	Teachers			Students			Overall		Decision
		$\bar{X}_1$	SD	Rem.	$\bar{X}_2$	SD	Rem.	$\bar{X}$	SD	
1	modern audio visual instructional resources is utilized in our school for teaching English language	1.81	1.053	LE	2.00	1.028	LE	1.96	1.036	LE
2	television is utilize for English instruction in our school	1.90	1.089	LE	2.07	1.047	LE	2.03	1.058	LE
3	computer is utilized for teaching English in our school	1.99	1.004	LE	2.05	.897	LE	2.04	.921	LE
4	Projectors is utilized for teaching English language our school	1.74	.878	LE	1.81	.770	LE	1.79	.795	LE
5	Film slide for is used for English instruction in our school	1.95	1.020	LE	2.04	.918	LE	2.02	.941	LE
6	Radio Programs is utilized for English language instruction in our school	1.62	.722	LE	1.70	.641	LE	1.68	.660	LE
7	Podcasts is utilized for English language instruction in our school	2.02	1.076	LE	2.09	.968	LE	2.07	.993	LE
8	Audio apps/media is utilized for English language instruction in our school	1.99	1.090	LE	2.10	.997	LE	2.08	1.018	LE
9	Audio Books is utilized for English language instruction in our school	1.56	.659	LE	1.64	.602	LE	1.63	.615	LE
	<b>Pooled Mean</b>	<b>1.84</b>	<b>.955</b>	<b>LE</b>	<b>1.94</b>	<b>.874</b>	<b>LE</b>	<b>1.92</b>	<b>.893</b>	<b>LE</b>

Tables 3 show that the cluster mean of items 1 - 9 was 1.84 and 1.94 for teachers and students respectively while the overall mean score is 1.92. This is below the mean benchmark of 2.50 of a 4-point rating scale. This implies that the respondents agreed that there is no effective utilization of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State. The Table also revealed that the cluster standard deviation of items 1 - 9 items was .955 and .874 for teachers and students respectively while the overall cluster standard deviation was .893. This also shows that the respondents were not far from the mean and opinion of one another in their responses on the extent of utilization of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State adding further validity to the mean.

A corresponding hypothesis formulated to further address the research question is;

**Hypothesis Two:** There is no significant difference between the mean scores of teachers and students on the extent of utilization of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State.

**Table 4: t-test analysis for Equality of Mean Ratings of Teachers and Students on the extent of utilization of modern audio visual instructional materials**

Respondents	N	$\bar{X}$	SD	DF	tcal.	P-value	Remarks
Teachers	353	1.84	.955	744	-1.587	.1021	NS
Students	396	1.94	.874				

$\bar{x}$  = Mean, SD = Standard deviation; Df = Degree of Freedom, P-value = probability value

The data in Table 4 indicates a t-calculated value of -1.587 and significant p-value of .1021. Since the p-value of .230 is greater than 0.05 level of significant, the null hypothesis is therefore accepted. Hence, there is no significant difference between the mean scores of teachers and students on the extent of utilization of modern visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State.

## Findings

1. The finding of research question one showed that modern audio visual instructional resources for effective teaching of English language in Junior Secondary Schools in Abia State is available to a low extent. The first hypothesis showed that there is no significant difference between the mean scores of teachers and students on the extent of availability of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State.
2. The finding of research question three showed that that there is no effective utilization of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State. Analysis of the third hypothesis revealed that there is no significant difference between the mean scores of teachers and students on the extent of utilization of modern visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State.

## Discussion of the Findings

The finding of the research question one showed that modern audio visual instructional resources for effective teaching of English language in Junior Secondary Schools in Abia State is available to a low extent. The corresponding hypothesis showed that there is no significant difference between the mean scores of teachers and students on the extent of availability of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State. Hence both teachers and students agreed that television, Computer (iMac, laptop, Notebook), Projector, Smart Board, Radio Programs, Podcasts, Audio apps/media and Audio Books are available to a low extent for effective teaching of English language in Junior Secondary Schools in Abia State. This finding corroborates the finding of Alfarwan, (2019) on the university students access to and use of electronic devices: A latent English language learning potential in Majmaah University, Saudi Arabia which indicated that a range of electronic devices, especially smart phones and laptops, are owned by few, or to a lesser extent accessible in other ways to, students.

The finding of the study vis-à-vis research question two revealed that there is no effective utilization of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State. Analysis of the second hypothesis revealed that there is no significant difference between the mean scores of teachers and students on the extent of utilization of modern visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State. Consequently, both teachers and students agreed that television, Computer (iMac, laptop, Notebook), Projector, Smart Board, Radio Programs, Podcasts, Audio apps/media and Audio Books are to a low extent utilized for effective teaching of English language in Junior Secondary Schools in Abia State. This is disagree with the findings of David and Damilola (2016) in their study “instructional materials as determinants of students’ academic performance at the secondary school level in Ikorodu Local Government, Lagos State, Nigeria” which also revealed that 52.4% students do have a fair access to the Instructional Television Broadcast regularly and 41.5% students also have regular access to USB storage capabilities while only 86.2% students have regular access to computers for both teachers and learners use. 62.6% students access to the internet and other connectivity. 52.4% students do not also access the video capture and storage devices.

## Conclusion

Based on the result of this study, it was thus concluded that modern audio visual instructional resources for effective teaching of English language in Junior Secondary Schools in Abia State is available to a low extent. There is no significant difference between the mean scores of teachers and students on the extent of availability of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State.

modern audio visual instructional resources for effective teaching of English language in Junior Secondary Schools in Abia State is utilized to a low extent. There is no significant difference between the mean scores of teachers and students on the extent of utilization of modern audio visual instructional materials for effective teaching of English language in Junior Secondary Schools in Abia State.

## Recommendations

Based on the findings of this study, the following recommendations were made:

1. Both teachers and students should try their best to seek for the availability of modern visual instructional resources for effective teaching of English language this will bring out the innovation, zealously and creative reasoning of the students and as well make teaching not only effective and efficient for teacher both exciting as well.
2. Teachers and students should be encouraged to seek for the availability of modern audio instructional resources for learning of English languages. This will provide a better enabling opportunities for them to teach and learn English effectively and efficiently.

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