

**EFFECTS OF INSTRUCTIONAL MATERIALS ON THE TEACHING
AND LEARNING OF LANGUAGE EDUCATION IN PORT HARCOURT
LOCAL GOVERNMENT AEREA**

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Abstract

The purpose of this study is to find out the effect on the teaching and learning of language in Port Harcourt local government area of rivers state. A questionnaire was used to gather data from the respondents of the population of all public secondary schools in port Harcourt. With a sample of twelve (12) schools, five hundred and seventy nine participants responded to the questionnaire. Using mean and standard deviation to determine the score values on 2.50 scales. The result shows that availability of teaching and learning facilities, with basic skills and knowledge, creates a lot of impact to language education. Based on the findings, the recommendations made was that, there should be effective utilization of facilities that will enhance students interest in teaching and learning outcome

Introduction

Instructional materials are generally referred to as anything used to meet educational needs, such as resource person (Teachers), building, equipment and materials, these are interrelated in practice. In other words, instructional materials are those aids that could be used to improve teaching/learning situation in the school, most specifically in the classroom. Low (1997) defined instructional materials as materials used to supplement the normal learning process of listening, seeing, reading and writing (Awokeni, 2004; Awotua, 1999 & 1999). That is to say, instructional materials are very important in teaching/learning situation, in order to achieve educational goal in both sides of teaching and learning. An effective implementation of the language programme in port Harcourt local government area, would only be achieved with available instructional materials, such as qualified teachers, textbooks, white board, writing materials, etc. they are used by teachers to make an easy and clear understanding of the topic to the students. They arm students with visual perception and help them to develop a retentive memory on what they have learnt. this is because verbal communications alone might not be adequate for the child, when instructional materials makes lengthily explanations unnecessary, and makes room for stimulations and promotion of activities, thereby making children to be functional when learning. The instructional aids can be classified into visual and audio-visual. Visual aids include the chalkboard, news paper, charts, photographs, pictures, maps, model, etc. while audio-visual aids include radio, television, language, film projectors and also overhead projectors etc. (Ezewu & Okoye, 1996; Downey & Kelly, 1989 & Ikekhua 1989)

Brown (2014) maintained that “there is now a concurrence base on, accumulating amount of evidence that optimum learning occurs when using different types of instructional materials such as pictures, charts, boards, models etc. this simply goes a long way in showing the extent to which instructional materials play a role in the teaching learning process. Instructional aids have been found to be facilitators of learning hence, there use should be emphasized and encouraged (Tedo, 1989 & Banarthy, 1986). Irrespective of all the merits in the use of instructional materials in language education in Port Harcourt local government area, there still arise problems on the use of instructional materials in the teaching of language education in schools today. Some of these problems arise because of lack of qualified teachers that can handle the available instructional materials; students have been subjected to learning in abstract, inadequate supply of instructional materials to schools and lack of acquisition of basic skills and knowledge about the use of the materials. To eradicate the problem of using instructional aids, teachers have to see learning aids as necessary and indispensable tools.

Morplet and Roe (2012) pointed out that school facilities most importantly instructional materials , constitutes one major concern for administration, there provision therefore requires adequate funding because language education in all part of the world, Port Harcourt Local Government Area specifically is capital intensive and it should be given enough financial attention by the government and cooperate bodies. Also business education programme is faced with problems of funding.

The provision of instructional materials, to meet the learners thirst for the sequential assimilation of some relevant knowledge is inevitable, more so when one considers the fact that human beings learn at different pace. The reliance on verbal articulation in the classroom situation no longer holds water or guarantees effective communication (Keziah & Lawrence, 2003; Low, 2011).

Buremoh (1985) observed also that, the only thing that affects the standard of education being successful is inadequate equipment or facilities. Therefore the purpose of the study is to determine, if instructional materials play a significant role in the effective teaching and learning of language education in Port Harcourt local government area.

Research Questions

In order to achieve the above predetermined purpose, the following research questions are formulated

1. In what ways has the availability of teaching and learning facilities has made the teaching of language education effective?
2. What is the impact of instructional materials in the teaching of language education in Port Harcourt local government area
3. How qualified are the teachers to handle the available instructional materials?

Methodology

Research Design

The descriptive design is the style adopted for the study while the population of the study is all public secondary school and a sample size of twelve (12) schools while that of teachers are five hundred and seventy nine (579) in Port Harcourt local government area. The sample procedure gives equal chances for each element of the population, 50% of all the public secondary schools which is 6, and 50% of all teachers which is 290, therefore $290 + 6 = 296$. Based on that, a sample size of 124 respondents was used for the study.

Instrumentation

The instrument used in data collection is the questionnaire titled “Role of instructional material in teaching and learning questionnaire (ROIMTLQ), it was used to gather adequate information from respondents, the instrument formulated consist of twenty four (24) questionnaire item, using four point likert scale

Validity

The instrument was done under the guidance of experts in curriculum studies and other skilled staff of the school, it was observed, of which comments and corrections were made ensuring that the questionnaire was appropriate in scope, coverage, content, relevance and clarity

Reliability

A test retest method was adopted, determining the internal consistency of the questionnaire and this was achieved by administering the questionnaire to a selected group of teachers and students. First response obtained was labeled X, while the same questionnaire were presented to the same respondents and labeled Y, then the product movement correlation coefficient was then used for the internal consistency of the questionnaire having 0.78, the value is high for the study.

Administration of Questionnaire

A total of one hundred and twenty four (124) copies of questionnaire was administered to the respondents through personal hand delivery

Data Analysis

Data using mean was compared to the standard average gotten from the four point likert scale form of questions in obtaining data with mean value between 2.50 is accepted while values below 2.50 is rejected.

Results

Research Question 1

In what ways has the availability of teaching and learning facilities made the teaching of language education effective?

S/N	Items	SA	A	D	SD	X	Mean Score	Remark
1	Teachers uses teaching aids to arrest and sustain attention to help them present facts and information	60	40	14	5	393	3.1	accepted
2	Availability of instructional materials aids teaching and learning of language education	73	43	5	3	434	3.5	accepted
3	Effective utilization of the instructional materials generates greater student interest in learning language education	52	67	3	2	416	3.3	Accepted
4	Non availability of instructional materials can render the realization of the vision of language education programme impossible	36	66	6	11	365	2.9	Accepted
5	Teaching materials are very important in teaching and learning situation in order to achieve educational goals	74	40	14	9	444	3.5	Accepted
6	Learning would be less meaningful without the use of instructional materials	30	53	5	9	298	2.4	Rejected

Table 1 shows that. Item 1,2,3,4 and 5 had a criterion mean of 2.5 and above and were accepted while item 6 had a criterion mean below 2.5 therefore it was rejected

Research Questions 2

What are the impacts of instructional materials in teaching and learning of language education in Port Harcourt local government area?

S/N	Items	SA	A	D	SD	X	Mean score	Remark
7	Instructional material serve as a good avenue for the discovery of teaching/learning process of language education	84	30	7	3	395	3.1	accepted
8	An instructional material when adequately utilized produces greater students'	68	37	5	9	414	3.3	accepted

	interest							
9	Boredom, tension, frustration are maximally eliminated with the use of instructional materials	77	38	6	1	435	3.5	Accepted
10	Instructional materials sometimes increases retention of ideas	69	48	6	1	433	3.4	Accepted
11	Student feel weak and reluctant in class without instructional materials	40	72	5	6	392	3.1	Accepted
12	The reliance on verbal articulation in classroom situation no longer holds water or guarantee effective communication	52	47	11	12	383	3.0	Accepted

Table 2 shows that items 7,8,9,10,11 and 12 had the criterion mean of 2.5 and above and they were accepted

Research Question 3

How relevant is the instructional material to the students learning style?

S/N	ITEMS	SA	A	D	SD	X	MEAN SCORE	REMARK
13	With the use of instructional materials, students assimilation is faster	49	64	5	5	403	3.2	accepted
14	Instructional materials arm students with visional perception and help them to develop a retentive memory	52	47	11	12	383	3.0	accepted
15	Instructional material creates a lasting impression in the minds of the learner	63	53	3	5	422	3.4	Accepted
16	The substance of understanding lays more on doing than hearing or seeing	27	50	7	26	298	2.4	Rejected
17	Optimum learning occurs when using different types of instructional materials	81	22	6	9	411	3.3	Accepted
18	The instructional material used should be relevant to the students' learning style	53	64	3	4	414	3.3	Rejected

Table 3 shows that item 13, 14, 15, 17 and 18 had the criterion mean of 2.5 and above and were accepted while item 16 was below the criterion mean of 2.5 and was rejected

Research Question 4

How qualified are teachers to handle the available instructional material?

S/N	ITEMS	SA	A	D	SD	X	MEAN SCORE	REMARK
19	A language education teacher must know how to operate a typewriter before taking it into the classroom	82	31	6	4	437	3.5	Accepted
20	Most teachers do not see instructional materials as necessary and indispensable tools for teaching and learning	40	35	3	3	274	2.2	rejected
21	Teachers no longer rely solely on words to make their meaning clear	52	56	10	3	399	3.2	Accepted
22	Ineffective teacher administration in schools have contributed greatly to poor achievement of instructional materials	49	61	9	56	402	3.2	Accepted
23	There are not enough qualified teachers to teach language education courses	82	31	6	4	437	3.5	Accepted
24	Some teachers do not have the basic skills and knowledge about the use of instructional materials	91	19	7	5	440	3.5	accepted

Table 4 shows that items 19, 21, 22, 23 and 24 had the criterion mean of 2.5 and above and were accepted, while item 20 was below 2.5 and was rejected

Discussion

Availability of instructional materials aids teaching and learning in language education. The enumerated problems like lack of qualified teachers, students been subjected to learning in abstract and rote memory and inadequate supply of instructional materials to schools etc, slows down the implementation process of the language education programme. Ulifin (1978) condemned the idea of having few qualified teachers to teach language education courses in schools located at Port Harcourt local government area.

The study has also observed that non-availability of instructional materials can render the realization of the vision of language education programme impossible

and that instructional materials when adequately utilized produce greater student interest.

Imagine a situation where students struggle for few available computers, typewriting machines, relevant textbooks, typing studio during practical lectures, such experiences demotivate students learning interest and culture of practical courses. Results of the study on the role of instructional materials in teaching and learning of language education in Port Harcourt local government area, implicates teachers, students, school authorities and government. Due to the non-availability and inadequate supply of instructional materials the implication is that, it leads to ineffective implementation of the language education programme and learning would be less meaningful. Efforts to control these inadequacies will require the application of the findings. There is no doubt that these factors explained earlier offers some educational problems. For example, when students are not able to assimilate what is been taught in class, it will bring about poor performance in the subject taught. Since classroom learning involves of instructional materials as an indispensable tool in any teaching situation, their provision therefore requires adequate funding seeing that, the government and the school authorities do not neglect the aspect of funding the schools. Teachers also lack the basic skills and knowledge on the use of instructional materials.

On the other hand, the teacher who is the image maker in the classroom should be a trained one; this is because becoming a trained teacher enables the teachers to be resourceful. Also the government and school authorities should give enough financial attention to the school so as to boost students' academic performance.

Conclusion

Instructional materials, when adequately utilized produce greater student interest. Absence of instructional materials leads to ineffective implementation of the language education programme in Port Harcourt local government area. Teachers uses teaching aids to arrest and sustain attention to help them present facts and information, so the government should see the need of providing our schools with the necessary teaching aids for effective teaching/learning, also teachers must be trained before they are recruited, for proper knowledge of instructional materials, and how to use them to convey knowledge to the learners to achieving an educational goal

Recommendations

Based on the findings of the study and their implications, the following recommendations was therefore made

- The instructional materials should be made available to effect the teaching of language education
- The effective utilization of these facilitates would generate greater student interest in the teaching and learning process
- The instructional material used should be relevant to the students, learning style, considering the fact that some students learn faster and some others at a slow and moderate pace

- There is need for management and school administration to embark on the recruitment and retaining of qualified teachers to enable them acquire the basic skills to handle the instructional materials
- Government and co-operate bodies such as the education trust fund (E.T.F.), Chevron, UNICEF and non-governmental organizations should assist in facilities development and provision of requisite instructional materials as to accommodate a large number of students

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