

The Effects of Instructional Materials on Students' Performance in English Language at Senior Secondary Schools in Katagum Zone, Bauchi State, Nigeria.

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ABSTRACT: This research is designed to investigate effects of Instructional Materials on students' performances in English Language in secondary schools in Katagum Zone, Bauchi State, Nigeria. It is also aimed at finding out why some teachers do not use Instructional Materials to teach English Language. In the study, one hundred students have been randomly selected from selected public and private secondary schools in Katagum Zone consisting of fifty male and fifty female students to constitute the sample. The sample size was divided into group viz, experimental and control groups. English Language was taught to the experimental group on a series of lessons using most suitable, appropriate and available Instructional Materials while the control group was taken through the same lesson without the utilization of any Instructional Materials. After the experiment students taught with Instructional Materials performed better than the control group not taught with Instructional Materials. It also shows there is no significant difference in the performance of gender taught using Instructional Materials. Based on above findings, some recommendations that could bring about improvement on the performance of students, teachers school authorities, NGOs and governments have been made.

I. INTRODUCTION

Among the positive contributions of globalization is the provision of Modern Instructional Materials (MIM) towards the teaching of English Language. In that direction, higher academic institutions have for long been installing and maintaining well-equipped language laboratories. Many secondary schools (both private as well as public) too have been provided for with the best Instructional Materials their proprietors could afford. Examinations bodies like the West African Examination Council (WAEC) and National Examination Council (NECO) have been conducting practical oral examinations on English language. Recently however, the trend has changed and all practical examinations have been converted into theory exam. This has greatly changed the understanding and conception of English Language. This paper intends to find out what effect the Instructional Materials have on the students in teaching and learning English language using selected schools to make the assessment.

Statement of The Problem

English, like every other language, is a form of communication used by human that is structured in a way convenient to the speaker and the receiver. Because of this, there is a great need to enhance the utilization of MIM. It is also an instrument for understanding and investigating the educational system. In spite of the above, secondary schools teachers and students view English language as a very difficult subject Auwal, (2006), and that the method of teaching and learning that will make its understanding easy is fast becoming on illusion.

The following are some of the observed problems:

1. For so long we have continued to shy away from the fact of utilizing the Modern Instructional Materials in teaching and learning of English Language which is a short cut to the teaching of English language .
2. To investigate the extent to which Instructional Materials are utilized by English Language teachers.
3. To investigate the effect of Modern Instructional Materials in simplifying English language concept, on students performance.

Aims and Objectives of The Research

This research work aims at finding out the effects of Instructional Materials on students' performance in English Language at senior secondary school in Katagum Zone, Bauchi State of Nigeria.

1. Investigating the effects of the Instructional Materials in teaching and learning of English Language.
2. Finding the effects of Instructional Materials and how it lead to improving students' performance in English Language.
3. Examining students' responses after application of educational resources.
4. To fully enhance the utilization of Instructional Materials in teaching and learning of English Language.

Significance of Research

The research enables one to make recommendations/suggestions to the teachers of English language on relevance of Instructional Materials in teaching, learning and their performance.

The research expose English languages teachers to the criteria for selecting Instructional Materials in the teaching of pronunciation/reading/phonological/etc and also gives a way for further research that could cover the entire Bauchi state and Nigeria in general.

Research Questions

In order to evaluate the effects of Instructional Materials on students' performance in English Language, the under listed research questions have been formulated as a guide to the research.

1. Will the students who are taught with Instructional Materials perform better than their counterparts that are taught without them?
2. Will male students taught with Modern Instructional Materials performance better than the female students taught with modern Instructional Materials in English language?
3. Are there significant differences between public and private schools in utilization and response to use of Instructional Materials?

Research Hypotheses

1. There is no significant difference between the performance of students taught with and without Instructional Materials in English language.
2. There is no significant differences between the performance of male and female students taught with and without Instructional Materials in English Language.

II. METHODOLOGY

Katagum Zone is one of the three political zones in Bauchi state of Nigeria. It has a total number of 50 senior secondary schools. This research work was restricted to one (1) senior secondary school in the zone and a total of fifty students (100) students were randomly selected. The sample population was divided into two groups, viz experimental and control groups. Each of the two groups were made up to fifty and group comprising of twenty five (25) males and Twenty five (25) Females.

Instrumentation

The data collection from the sample population was taught for two weeks. All the lessons were drawn from one to three (1-3) selected topics in English Language namely.

1. The fricative sound /f/, /v/
2. The fricative /Œ/, /ʒ/
3. The fricative sound /s/, /z/
4. The bilabial sounds /p/, /b/.

The experimental group was taken through two weeks of lesson while audio Instructional Materials cassettes/mp3 and explanation were made using the already prepared Instructional Materials.

The control group was also taught the same lessons without applying Instructional Materials.

The test item comprises twenty five (25) questions which the respondents are required to answer all. The test was administered directly by the researchers. The marks obtained by the two groups and the researchers' observation and experimental teaching provided enough data for analysis.

III. DATA PRESENTATION AND RESULTS.

In analyzing the data for research question and hypothesis one and two, t-test for related sample with separate variance was used to examine the relationship between each pair of performance of the groups. The analyses were done with the assistance of computer software programme. And the results were shown in table(s) below.

Research Question One: *Will students taught with Instructional Materials perform better than their courter part taught without them?*

To answer this question the students were given a test in which the total mark obtainable was 25. The results of the experimental and control group were analyzed and tested on the basis of the hypothesis below.

Hypothesis One: There is no significant difference between the performance on students taught with and without Instructional Materials in English Language.

Table 1a: the table shown below summarizes the value associated with the analysis.

	N	\bar{X}	SD	d.f.	t	Level of Significant
Experimental Group	50	41	49.3	48	8.3	0.05
Control Group	50	26	34.8			

An examination of the table shows a calculated t-value 2.060 at 0.05 level of significance. This leads to the rejection of the null hypothesis which states that there is no significant difference between the performance of students taught with and without Instructional Materials in English Language. The alternative hypothesis was therefore, accepted indicating that there is a significant difference, in the performance of students taught with instructional material and those not taught with them.

Research Question Two: Will male students taught with Instructional Materials perform better than the females students taught with Instructional Materials in English Languages?

To answer this question the test results of male students taught with Instructional Materials and those of the female students taught with Instructional Materials were tabulated. The two results were tested and analyzed on the basis of the corresponding hypothesis.

Table 2: Gender: present the summary associated with analysis of gender.

EXPERIMENTAL GROUP

	N	\bar{X}	SD	d.f.	t	Level of Significant
Males	25	45.30	53.24	23	0.07	0.05
Female	25	44.12	42.30			

From the table above the calculated of t is 0.07. This is less than the table t-value given on 2.069. Hence, the acceptance of the null hypothesis showing that there is no significant difference between the performance of males and females students taught, English language using Instructional Materials.

Research question three: Are there significant differences in performance between students taught with Modern Instructional Material and those taught without them in public and private schools?

To answer this question, the results of public schools taught with and without Instructional Materials were tabulated. The two results were analyzed and tested on the basis of the hypothesis II.

The t-value was calculated and the table value of t was observed at 0.05 level of significance. Table 3 below conveys the summary of the obtained value associated with the analysis.

Table 3: Public Schools

	N	\bar{X}	SD	d.f.	t	Level of Significant
Experimental Group	50	633	51.243	24	5.0	0.05
Control Group	50	864	54.25			

Source: Personal Survey 2017

From the table above, the calculated t-value of significance 0.05. this is greater than the table t-value given as 2.064. Hence, the null hypothesis was rejected. Showing that there is a significant difference between the performance of public schools taught with and without Instructional Materials in English Language.

Table 4: Private Schools

	N	\bar{X}	SD	d.f.	t	Level of Significant
Experimental Group	50	40.6	40.1		6.4	0.05
Control Group	50	26.5	20.25			

Source: Personal Survey 2017

The table above shows, that the calculated t-value 6.4. This is greater than the table t-value of 2.074, hence, the null hypothesis is rejected. Showing that there is a significant difference between the performance of private schools taught with and without Instructional Materials.

Summary of Findings

The analysis based on the data and the results, which tries to find out whether or not Instructional Materials generally have effect on language. The experimental group was taught utilizing Instructional Materials while the control group was taught without Instructional Materials. The findings: students taught with the Instructional Materials perform better than students taught without Instructional Materials. Instructional Materials help the

teachers in providing meaningful sources of information. Instructional Materials enhance understanding, develop continuity of thought and make learning more permanent in the students. Many writers include Ema, (2012), Ananhamnn (2012), Aina (2012), Gambaki (2017), all agree that availability and quantity of materials facilitate smooth operation of any CETs, and thereby enhancing teaching and learning activity. Obioma (2005) said, Instructional Materials stimulate students' interest create avenue for motivation, and they are generally used to increase the effectiveness of teaching and learning process. Research question two and hypothesis two attempted to find out whether or not male students taught with Instructional Materials perform better than female students taught with Instructional Materials in English Language. From the statistics obtained the experimental teaching, it was revealed that male and female students taught English Language using appropriate Instructional Materials perform better. Shu'aibu, (1997) from his findings agree with present study that there is no significant difference between the male or female performance in English Language. In essence, Lassa (1996), Miranda and Lipton (1999) and Yusuf (1999) in their studies agree that amongst others educational technology content should be improved upon by making it relevant to Instructional Materials need.

Recommendation and Suggestions.

In the light of the conclusion of this research, the research would like to make the following recommendations in order to improve and develop the English Language Utilization of Instructional Materials in Teaching and Learning Situation.

1. All English teachers should learn how to utilizes the MIM to facilitate learning.
2. To improve students understanding and better achievement in English language in particular, teachers should be aware of the effective utilization of MIM in teaching and learning in classroom and hence make the use of MIM available in teaching of their lessons.
3. The Association of Nigerian Authors (ANA) and so should organic conferences, seminars and workshop, whereby teachers will be trained on the use of MIM.
4. State government a private school should equip schools with MIM and Mae it necessary for teaching and learning English Language.

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