

THE IMPORTANCE OF INSTRUCTIONAL MATERIALS IN THE TEACHING AND LEARNING OF ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN ABA SOUTH LGA

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Abstract

The study is on the importance of instructional materials in teaching English language in Primary Schools in Aba-South Local Government Area in Abia State. The work is based on Jean Piaget's theory on child development which emphasizes that the purpose of learning is to enable a child to adapt to changes in his environment as he grows up. The aim of this study is to highlight the importance of instructional materials in the teaching learning situation while fully acknowledging that the provision and use of instructional materials are in the best interest of the child. The population of this study is made up of teachers and pupils of seven primary schools in Aba-South Local Government Area in Abia State. A simple random sampling technique was used to choose the population for the study. The instrument for data collection is structured questionnaire. The information obtained from the instrument administered on the respondents was analyzed on a simple mathematical percentage. The data were presented on four tables and each dealt with a particular research question. The research work reveals that schools need instructional materials for effective teaching and learning of English; and that schools do not have enough qualified teachers to handle the available instructional materials. Again, most of the teachers do not produce locally made materials for teaching English language. The research recommends the need to emphasize the acquisition of some knowledge in the use of instructional materials in Nigerian schools by the teachers. Furthermore, that writers of English language textbooks should be encouraged to include instructional materials needed for each topic and how these materials should be used by the teacher(s) when teaching, while the ministry of education, Parents/Teachers Associations should be involved in the provision of funds for the purchase of instructional materials as well as the establishment of educational resource centers in every town to enable teachers and pupils have access to instructional materials.

Keywords: Instructional Materials, Teaching, Learning, Primary School, English language.

Introduction

English language is the official language of communication in Nigeria used for the transaction of government business, commerce and teaching in our schools. Therefore, the importance of English language to all and sundry cannot be overemphasized. Instructional materials, teaching aids, teaching materials are interchangeable. They are tools and equipment used in teaching as a supplement in class room instruction to enhance the interest of students. Teaching materials are important catalysts of effective instructions. Instructional materials are those materials that the teacher uses to make a lesson effective. Instructional materials are very essential as they make the teaching and learning of English Language successful.

They could be displayed for the students to see or feel or taste the instructional materials. They aid classroom communication. Besides the traditional teaching methods, there are wide varieties of teaching aids available to the teacher. They help students to improve reading and other skills. In the present age of science and technology, the process of teaching and learning also depends on the latest technology. Instructional materials may be in form of visual or audio-visual aids. They are multi-dimensional techniques which make use of all sensory perceptions to promote learning.

Teaching becomes interesting when a teacher uses different teaching materials because it directly involves students in the teaching-learning process. It makes lessons enjoyable and memorable. Teaching materials are key factor in creating effective teaching and learning environments. These aids directly address and appeal to the five senses so the chances of forgetting become less and process of learning becomes more effective.

The use of instructional materials make learning more easily from what they see, feel, smell, hear, and taste than when lesson taught is abstract. Examples of instructional materials are chalkboards, printed materials, pictorial materials, pictures, slides, films, charts, diagrams, map etc. All visual aids are teaching aids. Nwana 2009, classify instructional materials, equipment and device which can be used to make teaching effective as instructional system technology which is part of Educational technology that “utilizes all manner of media resources/ learning materials to bring teaching-learning effectiveness”(27).

A teacher that teaches without instructional materials encounter many problems in teaching, more especially the teaching of English language and that teacher is not seen as a competent teacher. This is because instructional materials simplify the teaching and make recall of what has been learnt by the student easier. Therefore, lack of instructional material or inappropriate use of instructional material is another important factor that affects the teaching and learning of English language in our schools.

According to Nwokolo (2005) instructional materials are teaching resources employed by a teacher to improve the effectiveness of instruction. Lack of resources for teaching and learning is a crucial factor that affects curriculum implementation. Anyakogu (2001) confirmed the importance of resource materials and infrastructure in effective curriculum implementation, but regrets the absence of these in schools. Research findings revealed that in many schools, classrooms are congested and in some situations there are no seats and desks for the learners, consequently, little meaningful learning and teaching can take place (Idoko and Olisa 2011). More so, in some schools, there are no resource materials that can be used to facilitate learning. This reduces students’ interest and defers the teachers continued efforts towards successful teaching and learning of English language.

This implies that importance of resources in teaching cannot be over emphasized. Offorma (2006:172) emphasized that instructional materials when properly used, provide the teacher with the means of extending the horizon of experience, it helps him to provide meaningful sources of information, also provide the teaching interest and compelling spring boards into a wide variety of learning activities and so assist him in overcoming physical difficulties of presenting subject matter.

The use of materials helps to motivate learners and make them understand the topic very well. It helps the learner to find out facts critically, actively and objectively for themselves. However, Ekwueme, Ofoha, Uchegbu and Nkemdilim (2009) argued that students’ potential is not properly channeled as schools lack basic infrastructural facilities necessary for effective curriculum implementation.

In teaching process, it is important to generate student’s interest. If interest is built properly, the learning process can take place effectively. For this purpose, use of teaching material is important as they have the potentials to arouse interest in teaching-learning process. An old Chinese proverb also explains the same view:

I hear and forget.
I see and remember
I do and I understand.

From the above axiom, it is believed that we remember very little of what we SEE; little of what we HEAR; more of what we SEE and HEAR and much more of the combinations of what we SEE, HEAR and DO hence “I hear, I forget, I see, I remember, I do I understand. Again, statistically, Lindstrom, 1994, in Oshinaike A.B. and Adekumisi S.R., cited in Iroh, 2018 observes “that people remember 20% of what they see, 40% of what they see and hear, but about 75% of what they see and

hear and do simultaneously”(67). It seems important that for better teaching process, a teacher should arrange different aids with the help of which he should make learning easy, enjoyable and stable.

Teaching methods of English language teachers in our primary school is another important factor that could affect the effective teaching and learning of English language. The method adopted by the teacher may promote or hinder learning. Thus Orji (2002) stated that even where there are good teachers, inadequate teaching materials, preparation in the content and method adopted by the teacher contribute to the success of the lesson. The study posited that child centered methods as activity method, inquiring; discovery, dramatization, and role play which involve performance of series of activities which enhance learning should be encouraged. Teacher-Centered method such as lecture method which discourages and inhibits the teacher from the use of creative instructional materials as well as curiosity on the part of students, hinder achievement of educational goals, should be discouraged. Unfortunately, researchers such as Offorma (2005) Adeleke (2001); Oduolown (2007), identified the predominance of the lecture method and added that this encourages rote memorization of facts which hinders the development of creativity, problem solving skills and critical thinking in learners.

Still on the problem of teaching method, Nwagwu (2007) Ekwueme et al (2009) found that the focus and process of teaching in Nigeria schools is too mechanistic as frontal teaching which inhibits the use of modern technology based instructional materials is predominant as using the lecture method. As a solution to the use of appropriate method, Ajibola (2008), Izuagba and Ezenwe (2010) concluded that unless the learner-centered approaches that incorporate active and collaborative learning strategies are used in teaching, the skills and competences couched in the curriculum will not be achieved. This is because, the curriculum is practical in nature and should be taught using methods that maximize active participation of learners to enable them acquire hand on experiences through the use of appropriate instructional materials.

This implies that adoption of appropriate instructional materials, methods of teaching in relation to the learners’ age, class, character and nature of task in any English language teaching is prerequisite to effective teaching of the subject. On this note, Mpamugo (2001) called on teachers to adjust and retrace their steps in their methods of teaching, choice of instructional materials and their psychological attachment to optimum efficacy. Thus, effective realization of the educational goals, use of appropriate instructional material in teaching is very vital. Hence, this study.

The child’s ability to learn a language (English Language) is high when he or she is young. The earlier a child learns the language the better. Children learn more easily and readily if they are well encouraged to see what they are learning about through the use of adequate instructional materials. Instructional materials bring the lesson home to children. Some instructional materials available for use at the primary school level include:

1. Audio aids – Radio, tape recorder, telephone etc (hearing only)
2. Visual Aids – Drawing, pictures, diagrams, charts, film slide, funnels, graph, sliders etc (Seeing and touching)
3. Audio – Visual aids – Television, Films, video tapes, projectors etc (seeing)
4. Concrete/Real objects – Stones, chalks, etc.

Nwana, 2009 advices that “teachers should select and use instructional media in the classroom because medium is the message and the messenger. Don’t tell the students; show them learning materials; because for telling is no teaching”. From the foregoing, the use of instructional materials in teaching in our schools cannot be overemphasized, especially of English language. Regrettably,

most of the teachers do not make use of instructional materials when they are teaching English language in primary schools in the primary school in Abia State. Even when they do, appropriate choice becomes a problem. This is because, a large proportion of the teachers that teach English language have not fully realized the educational value of instructional materials. This situation makes English class boring. The result is that Pupils do not perform well as expected in English language examinations due to non-usage of instructional materials by English language teachers. This research work therefore attempts to evaluate the importance of instructional materials in the teaching and learning of English language in the primary schools in Aba South Local Government Area of Abia State.

Aim and Objectives of the Study

The aim of this study is to highlight the importance of instructional materials in the teaching learning situation while fully acknowledging that the provision and use of instructional materials are in the best interest of the child. Based on the above fact, the researcher has her objectives to include:

1. To ascertain whether instructional materials are avoidable in the teaching of the English language of English language in the primary schools in Aba South Local Government Area.
2. To find out whether there are enough qualified teachers to handle instructional materials well in the teaching of English language.
3. To find out the extent government is involved in encouraging the use of instructional materials.
4. To find out whether instructional materials are enough in the primary School in Aba South Local Government area

Research Questions

This study is predicated on the following research questions:

1. Are there sufficient instructional materials for the teaching of English language in schools?
2. Do teachers produce instructional materials locally?
3. Does Government supply instructional materials for the teaching of English language?
4. Do teachers use instructional materials in school?

Scope of Delimitation

This study which is on the importance of instructional materials in the teaching and learning of English language in primary schools in Aba South Local Government Area is expected to cover at least seven (7) primary schools in Aba South Government Area of Abia State. The primary schools are:

1. Tenant road Primary School
2. Hospital Road Primary School
3. School Road Primary School
4. Akoli I Primary School
5. Asa Road Primary School
6. Etchie Road Primary school
7. Ohabiam Primary school

Literature Review

Generally, instructional materials, also called instructional resources are indispensable in the teaching and learning process for they are tools employed to reach the goals and objectives at various level. Thus anything that stimulate a learner and results in the understanding of the curricula content may be classified as a learning resource. According to Onyejemezi (1991), instructional materials or

resources are those things that enhance the achievement of organizational or instructional objectives. Still contributing to the meaning of resources, Onyejemezi (1991) defined resources as anything in the environment that may be of value in forwarding the thinking and understanding of pupils, whether it be an artifact, a person or an experience, account, an explanation or a piece or information. This implies that anything which the teacher and in fact the entire class utilize for the purpose of making teaching-learning process more effective could be classified as a resource Ughamadu (2006).

Teaching and learning resources according to Ofoegbu (2009), are those resources that facilitate the achievement of the goals of education. However Mkpa (1987) aptly describes resources in education with such qualified terminologies as curriculum materials, educational materials, and instructional aides, visual and audio-visual aids. These terms refers to the same thing. The common denominator to the terms is that they are all ways and means geared towards the promotion of easy, more meaningful, and understandable teaching and learning.

Instructional resources/materials are those devices or instruments which are employed by the teacher in a teaching-learning process to convey meaning and facilitate effective teaching and proper understanding. Thus, instructional material or resources are those things that are employed to facilitate the inculcation of learning experience to the learner to ensure the achievement of the nation's educational objective. Instructional resources when appropriately utilized during teaching enhance learning and improve the competence of teachers. In fact, they make learning more meaningful to the learners. They have been classified as printed materials (examples text books, journals, posters) and non-printed materials (examples: chalk board, flannel board, models, 16mm film/projector) they have also be classified as audio materials or aids (examples; radio, audio-tapes, record players): visual materials or aids (example; pictures, charts, Maps, real things, models, mock-ups) and audio-Visual materials or aids (examples: instructional or educational television, 16 mm and 8mm sound films).

Most people often ask if teaching materials are important in the teaching learning situation. This question can be answered when we take the roles teaching materials play in the education of the student. In teaching language, English language in particular, teaching aids/ materials are important because every individual has tendency to forget but proper use of these aids, help to remember lessons permanently. All teachings aids can be effectively used in class to motivate the students to learn better.

Teaching aids are especially important to learn a new language because they develop the proper images in their mind and create an interesting atmosphere for the students to make learning easy and clear. It helps to increase the vocabulary and simplify the course because teacher can deliver lectures easily and explain the concepts of chapters. Teaching aids enable all students of the class to participate actively and they can relate the topic to real life situations. Teaching is a social activity and it is not possible to teach students without taking part in this process. A teacher and a student both should involve in this activity to perform better. Teaching aids are very important instruments in teaching process which can involve both of them.

However, Mkpa (1987:340) summarized the roles of instructional materials to the teaching and learning process to include the fact that:

- 1.They attract and hold retention, save the teacher time and keep the learner busy and active as well as facilitate the learning of verbalized content.
- 3.They capture the learners' interest and add variety and break the monotony of ordinary instruction

- 4.Resources arouse curiosity, stimulate imagination and enlarge view points
- 5.They develop continuity of thought. Instructional materials concretize the abstract
- 6.Learning process is reinforced by the use of additional sensory experience
- 7.Educational media saves the teacher much efforts and a lot of words
contributing to the values of instructional material in teaching-learning process.

Theoretical Framework

The work is based on Jean Piaget's Constructivist theory on child development which emphasizes that the purpose of learning is to enable a child to adapt to changes in his environment as he grows up. To this end, the choice of instructional materials used in teaching the child must be such that will not only suit his mental capacity as to make him understand what is being taught, but such that will enable him adapt in his environment. According to Piaget, the human mind actively seeks to make sense of what it sees, hears by constructing schemes or ideas to objects and events in its world. The schemes of the infants are organized actions which are modified to fit into objects and events as the child grows. The process of applying schemes is called assimilation. Assimilation is more like generalization, where a child groups similar objects together in terms of what he already knows. Here the ability to discriminate has not been developed. Piaget observes that each child goes through the stages sequentially; one stage after the other. Again, each stage builds on another, and that successful completion of one stage leads to another as the stages are interlinked. Most importantly, each child is responsible for his progress. What he learns in future depends on what he has learnt before. From the above observations, Piaget established four stages of intellectual development in a child. They are:

- (a). Sensory-motor stage;
- (b). Pre operational stage
- (c). Concrete operation stage
- (d). formal operational stage.

Sensory-Motor stage (0-2). This is where the child learns about his environment through the use of her senses (sensor) and movement (motor). At this stage, everything the child touches ends in his mouth. He starts building mental images.

The pre operational (2-7). Here the building of mental images assists the child in the development of language. The child spends most time in play. He wants to be a mother, teacher, nurse, doctor. He wants to own the whole world. His decision is irreversible and relates things in illogical manner. Here Iroh, rightly describes the attitude of children at this age thus: "... children gather, building castles with sand and instantly demolishing them; pointing at and claiming all good cars and houses they see as their own. You will always hear them say "this is my car", "that is my house," "my house is big". Most often you see and hear them quarrel over any counter claim by their peers over their supposed houses or cars.

At the concrete operation stage (7-11years) the children now become logical and are now able to reverse himself. Here, the child acquires conservation and are able to understand quantities, volume, and numbers. They now know that the objects remain the same in size even when it is rearranged. Here concepts, ideas (virtues and vices) are crystallized and concretized such that they become clear and real to the student as he develops to adolescence and to adulthood. Opinions formed at this stage are very instrumental to what he becomes in future. In the formal operational stage, the beginning of adolescence period, he starts to think hypothetical and to carry out systematic tests about specific events. Here he can solve new kinds of problems

To take care of the child at the concrete operation stage, which is the time the child is in primary school, concrete teaching materials are to be used by the classroom teacher to concretize his lesson and make learning easy and enjoyable for the pupils.

Analysis of Result

In this section, responses from the respondents received were analyzed in a tabular form. Interpretations were given to show the importance of instructional materials in the teaching and learning of English language in schools. This was done to justify the research questions.

Table 1: Respondents Indication of Sex

| Sex | Respondents | Percentage |
|--------|-------------|------------|
| Female | 45 | 64% |
| Male | 25 | 36% |
| Total | 70 | 100% |

Table1, shows that 45respondents representing 64% were female while 25 respondents representing 36% were male. This shows that more females responded to the questions.

Table 2: Respondents Indication of Age

| Age Range | Respondents | Percentage |
|-----------|-------------|------------|
| 21-45 | 40 | 57 |
| 10-12 | 30 | 43 |
| Total | 70 | 100% |

From table 2, the percentage age range of the pupils from 10-12 is 43% while that of the teachers is 57%

Question 1: Are there sufficient instructional materials for the teaching of English language in schools?

TABLE 3. (Teachers)

| S/N | ITEMS | YE S | % | NO | % | TOTAL YES/ NO | TOTAL IN % |
|-----|--|---------|-----|-----|-----|------------------|---------------|
| 1. | Do you have enough materials for English language? | 20 | 29 | 50 | 71 | 70 | 100 |
| 2. | Are the materials available sufficient for the pupils to see and teach while teaching? | 20 | 29 | 50 | 71 | 70 | 100 |
| 3. | Do you think that the materials available relate to the topic in English language? | 22 | 31 | 48 | 69 | 70 | 100 |
| 4. | Do you teach some of the English language topics without aids because of insufficient materials? | 35 | 50 | 35 | 50 | 70 | 100 |
| 5. | Do the materials available suit the topics you want to teach? | 25 | 36 | 45 | 64 | 70 | 100 |
| | GRAND TOTAL | 122 | 175 | 228 | 325 | 350 | 500 |

The above (table3) shows that 29% of the teachers agree that there are enough materials for teaching English language while 71% of them disagree. Again, 29% of the teachers said there sufficient materials for the pupils to see and touch while teaching, while 71 % of the teachers disagree. 31% of the teachers agreed that available materials related to the topics in English language, while 69% disagree. 50% of the teachers agree that they teach some of the English language topics without aids because of insufficient materials, while 50% of them disagree. 36% of the teachers agree that the

materials available suit the topic they want to teach, while 64% of them disagree that there are no qualified teachers to use instructional materials in school.

Question 2: Do teachers produce instructional materials locally?

Table 4. (Teachers) Production of Instructional Materials.

| S/N | ITEMS | YES | % | NO | % | TOTAL YES/ NO | TOTAL IN % |
|-----|---|-----|------------|-----|------------|---------------|------------|
| 1. | Are locally made instructional materials useful in teaching English Language in your schools? | 60 | 86 | 10 | 14 | 70 | 100 |
| 2. | Do you produce locally made materials in your school? | 5 | 7 | 65 | 93 | 70 | 100 |
| 3. | Do you have charts and drawn pictures on the walls of your classroom for teaching? | 20 | 29 | 50 | 71 | 70 | 100 |
| 4. | Do you bring real instructional materials to suit the level of the pupils you teach? | 10 | 14 | 60 | 86 | 70 | 100 |
| 5. | Do you produce materials for every lesson you teach the pupils? | 25 | 36 | 45 | 64 | 70 | 100 |
| 6. | Do you take the production of instructional materials as your primary assignment? | 10 | 14 | 60 | 86 | 70 | 100 |
| 7. | Do your pupils help in producing locally made materials for teaching English? | 5 | 7 | 65 | 93 | 70 | 100 |
| | GRAND TOTAL | 135 | 193 | 355 | 507 | 490 | 700 |

Table 4 above shows that 86% of the teachers agree that locally made instructional materials are useful in teaching English language in their schools, while 14% of them disagree. 7% of the teachers agree that they produce locally made materials in their schools, while 93% of them disagree. 29% of the teachers agree that they have chart and drawn pictures on the wall of their class for teaching while 71% disagree. 14% of the teachers agree that they bring real instructional materials to suit the level of the pupils they teach while 86% disagree. 36% of the teachers do not produce materials for every lesson they teach the pupils while 64% disagree. 14% of the teachers agree that they take the production of instructional materials as their primary assignments, while 86% of them disagree. 7% of the teachers agree that the pupils help in producing locally made materials for teaching English language while 93% of them disagree.

Question 3: Does Government/PTA supply instructional materials for the teaching of English language?

Table 5: (Teachers) Supply of instructional materials for the teaching of English language.

| S/N | ITEMS | YES | % | NO | % | TOTAL YES/ NO | TOTAL IN % |
|-----|--|-----|----|-----|-----|---------------|------------|
| 1. | Does the ministry of Education supply the instructional materials using in your school | 6 | 9 | 64 | 91 | 70 | 100 |
| 2. | Does the school authority supply some of the instructional materials used in your school? | 8 | 11 | 62 | 89 | 70 | 100 |
| 3. | Does the government give money to your school to purchase materials used in teaching English language? | - | - | 100 | 100 | 70 | 100 |
| 4. | Do you have equipment maintenance centre in your area by the government? | 15 | 21 | 55 | 79 | 70 | 100 |
| 5. | Are there enough materials supplied by the | | | | | | |

| | | | | | | | |
|----|---|----|-----------|-----|------------|-----|-----|
| | government in your school? | - | - | 70 | 70 | 70 | 100 |
| 6. | Do you have sufficient English language materials supplied by the government? | 15 | 21 | 55 | 79 | 70 | 100 |
| 7. | Do you have sufficient English language materials supplied by the Parents Teachers Association? | 5 | 7 | 65 | 93 | 70 | 100 |
| | Grand Total | 49 | 69 | 471 | 601 | 490 | 700 |

The table above shows that 9% of the teachers agree that the government supply the instructional materials used in their school, while 91% of them disagree. 11% of the teachers agree that the school authority supplied some of the materials used in their school, while 89% of them disagree. 100% of the teachers say that the government does not give money to their school to purchase materials used for teaching English language. 21% of the teachers agree that they have equipment maintenance centre in their area by the government, while 79% of them disagree. 100% of the teachers say that there are not enough materials supply by their government. 21% of the teachers agree that they have sufficient English language materials supplied by their government, while 79 of them disagree, 7% of the teachers said that they have sufficient English language materials supplied by the PTA while 93% disagree.

Question 4: Do teachers use instructional materials in school?

TABLE 6 (Pupils) Use of instructional materials.

| S/N | ITEMS | YES | % | NO | % | TOTAL YES/ NO | TOTAL IN % |
|-----|---|-----|------------|-----|------------|---------------|------------|
| 1. | Are you of the opinion that instructional materials make English language lesson lively? | 60 | 86 | 10 | 14 | 70 | 100 |
| 2. | Do the teachers make use of the instructional materials while delivering their lesson? | 20 | 29 | 50 | 71 | 70 | 100 |
| 3. | Do you think that those English language teachers can handle instructional materials effectively? | 30 | 43 | 40 | 57 | 70 | 100 |
| 4. | Does the teacher use instructional materials according to the level of the pupils? | 10 | 14 | 60 | 86 | 70 | 100 |
| 5. | Do you have sufficient qualified teachers English Language teachers to teach English? | 20 | 29 | 50 | 71 | 70 | 100 |
| | GRAND TOTAL | 140 | 201 | 210 | 299 | 350 | 500 |

The above (table 6) shows that 86% of the teachers agree that instructional materials make English language lively, while 14% of them disagree. 29% of the teachers agree that teachers make use of the instructional materials while delivering their lesson while 71% of them disagree. 43% of the teachers agree that those English language teachers can handle instructional materials effectively, while 57% of them disagree. 14% of the teachers say that they do not use instructional materials according to the level of pupils, while 86% of them disagree. 29% agree that they have sufficient qualified English language teachers to teach English while 71% of them disagree.

Discussions of Findings

The aim of this study is to find out the following:

1. Whether there are sufficient instructional materials for the teaching of English Language in schools.
2. Whether there are qualified teachers to use the instructional materials in schools.
3. The level of production of instructional materials.
4. The extent of government involvement in the supply of instructional materials in schools.

These aims formed the bases for the following research questions:

1. Are there sufficient instructional materials for the teaching of English language in schools?
2. Do teachers produce instructional materials locally?
3. Does Government supply instructional materials for the teaching of English language?
4. Do teachers use instructional materials in school?

For the discussion to be effective, the research questions would be discussed one after the other. The questionnaires are grouped under four broad sub headings to reflect the research questions. First, question 1; are there sufficient instructional materials for the teaching of English language in schools? Table 3 shows that the grand total of the percentage for the respondents (teachers) who agree to the question is 175% while those who disagree is 325%. The result shows a wide margin of 150% margin of disagreement.

Secondly, table 4 is the analysis of research question 2: Do teachers produce instructional materials locally? The researcher generalized the answer from the grand total of 193% of teacher's respondents who agreed that teachers produce instructional materials locally, while 507% of the respondents disagree. There is another wide margin 317% of the respondents who accept that teachers do not produce instructional material. This is supported by Iroh: 2017 who cited, Agunwa's (1976) conclusion that "there is little production of locally made materials by the teachers in their teaching process" rather they lay hand on the little ones the pupils can provide like drawing when the imported materials are not available.

Thirdly, table 5, on Government/PTA non supply of instructional materials, it was discovered from the grand total that only 69% of the teacher respondents agree that government/PTA supply instructional materials while 601% respondents disagree. Again the majority of the respondents are of the opinion that the Ministry of Education/PTA do not supply instructional materials, or give money to schools to buy materials for English language.

Finally, question four: Do teachers use instructional materials in school? The above was directed to the pupils. From the grand total in table 6, it was revealed that 201% of the pupils agree that teachers use instructional materials to teach, while 299% disagree.

Instructional materials are very crucial during the teaching-learning process as they help to ensure the sustainability and durability of the acquired knowledge in the life of the learners. Therefore, the teachers should learn to make use of instructional materials when teaching. However, in a situation whereby there are no instrumental materials for teaching of English language schools, teachers should produce locally made materials to convey their message for easy mastering and acquisition of the required knowledge as teaching without instructional material may lead to pupils' lack of interest which would affect their performance in English language in both internal and external results.

Summary of Findings

From the study, it is deduced that schools generally lack instructional materials and teachers cannot teach English language effectively without using the appropriate instructional materials, thus the

pupils have no interest on what the teacher is teaching. The research work reveals that schools need instructional materials for effective teaching and learning of English language.

The result further revealed that schools do not have enough qualified teachers to handle the available instructional materials in schools as the available teachers lack the knowledge of handling the materials. It revealed also that most of the teachers in schools do not produce locally made materials for teaching English language as a substitute and that government do not encourage the use of instructional materials through the organization of seminars, workshops; provision of maintenance centre and supply of sufficient instructional materials to make English language effective.

Contributions to Knowledge

One of the major contributions of this research work is to create awareness on the need for instructional materials in our primary schools for effective teaching and learning of English language. The study will make input to teachers, students, policy makers, parents, Primary Education Management Board, as well as state ministry of Education, educational technology specialists and future researchers.

The study will motivate and encourage our English language teachers in the primary schools to improvise some of these materials that are not available as to make the teaching/learning process of English language activity based and hence reduce boredom and enhance recall.

Recommendations

The researcher having considered the findings of the study, wishes to make the following recommendations.

1. There is need to emphasize the acquisition of some knowledge in the use of instructional materials in Nigerian schools by the teachers. To this end, there should be well-organized in-service courses and workshops for primary school teachers during long vacations.
2. The Ministry of Education, parents/teachers organizations should be involved in the provision of funds for the purchase of instructional materials while educational resources centers should be established in every town to enable teachers and pupils have access to instructional materials.
3. The writers of English language textbooks should be encouraged to write more books on English language and also include instructional materials needed for each topic and how these materials should be used by the teacher (s) when teaching.

Conclusion

The investigation has exposed the necessity of English teaching materials in primary schools with particular reference to Aba South Local Government Area. Since primary school is the first rung of the ladder in the education of children, teachers and pupils should endeavour to use adequate instructional materials if they are available or improvise instructional materials using our local raw materials for demonstrations.

Primary schools in Abia South Local Government Area should as a matter of urgency reintroduce the use of teaching aids in their classroom instructions. This will motivate their pupils and enable them retain what they learn in the school. When they do so, the results of their external examinations are likely to improve in this direction. The education inspectors should monitor the teachers through regular visits to their various classes and make sure that these materials are provided to the teachers for use.

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