



***Instructional Materials: A Tool for Improving
Performance in English and Yoruba Education among
JSS Students of Oyo West Local Government Area of
Oyo State***

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Abstract

This paper focused on improving performance in English and Yoruba Education among JS.S. Students in Oyo Local Government of Oyo State. The poor performance of learners in English and Yoruba languages in the recent time has called for the concern of the writers of this paper. The instrument used to gather data for this study is self-structured questionnaire which was administered to the respondents. The findings of the study showed that most teachers have failed to deliver purposeful teaching because of the dearth of instructional materials. These materials are the instrument which trained teacher use to execute effective teaching in the easiest way. This paper also highlighted classification of instructional in the teaching of English and Yoruba Languages in schools. It has evaluated the importance of instructional materials in Language teaching. This work has also advanced reasons why the Language teachers (English and Yoruba) need resource materials for effective delivery of a quality teaching as well. This paper recommends among others that Language teachers need to be resourceful and also should select appropriate instructional

materials for teaching as to improve learning of the students. The paper concludes that the teacher of English and Yoruba languages need to familiarize themselves with the instructional materials that are available and how they should improvise for those materials that are not readily available in schools.

Key words: *Instructional materials, performance, English and Yoruba Education, Junior secondary school students, Oyo West Local Government of Oyo State.*

Introduction

Background to the study

Language without any doubt is the key toward acquiring the wealth which education provides (Adelodun 1993). Language is very important tool in the process of teaching just as it is in human existence. Also, the transmission of knowledge from the teacher to student is done majorly through the use of a selected language. Language is seen as a unified system of symbols conventionally agreed upon among particular group of people to permit a sharing meaning (Gamble and Gamble 1996)

The study of Languages for instance English and Yoruba in post primary institution in Nigeria Education system is not a new phenomenon (Akande&Ajani 2019). As we regards English language as the lingua-franca in Nigeria, both languages (English and Yoruba) are core subjects in Junior secondary education (NERDC,

2007, 2008) Yoruba language as a subject became prominent like other subjects after independence in 1960 (Bakare&Olabode 2007) English language the lingua-franca and Yoruba, language of the environment in Oyo which is our focus is also a core subject in Nigeria schools (FME, 2003). Also in Yoruba curriculum for JSE, 9year Basic Education curriculum was formulated for the teacher to teach all necessary aspect of the subject by proper usage of appropriate teaching materials in schools.

Juniors secondary education (JSE) is at the last segment of the nine-year basic education programme in Nigeria. It was designed with the emergence of the NPE (1977) and it was lunched in (1992) Junior secondary education was designed to equip citizens with adequate knowledge and skills required for a

useful life in the society. The objective of junior secondary Education is to provide all primary school leavers with the opportunities for education of a higher level. (FME, 2003) Teaching, according to Oladosu cited in Salahudeen (2014) is regarded as an activity in which the teacher, his students and instructional materials come in close contact with one another for the purpose of teaching and learning. The teacher activities in the teaching process are not complete without using relevant and appropriate instructional materials to complement effective teaching and learning in schools.

However, in Nigeria of today, teaching implies more than mere imparting knowledge to the learners but to prepare them for future endeavor. In other words, teaching and learning can be meaningful and interesting with the use of appropriate instructional materials that arouse students interest and make them acquire much knowledge as to improve their performance in the subject.

Oyo West is a local government area in Oyo State, Nigeria with headquarter at Ojongbodu. It has an area of 526 km². It is bounded to the north by Atiba local government area, to the east by Oyo East local government area, to the South by Afijio Local Government area and then to the West by Iseyin and Itesiwaju local government areas (Wikipedia).

Instructional materials according to Usman cited in Salahudeen (2014) are major medium of instruction that are very fundamental at any level of education. Also the utilization of instructional materials makes teaching easier and accelerates learning on the part of the learners. According to Bamidele (2000) instructional materials supply a concrete basis for conceptual thinking and reduce meaningless responses from the students during teaching and learning. The importance of instructional materials cannot be over emphasize as it was stated in the national police of Education (2004) are as follows:

Instructional materials develop and improve education programmes and also enhance teaching and improve competence of the teacher. It makes learning more meaningful to children and reduce educational costs. The use of instructional materials in language teaching class (English and Yoruba)s undoubtedly do arouse learners interest in the subject. They are useful in making language teacher's lesson lively and ensuring learner's active participation in order to promote better understanding of the lesson. To allow wider coverage of the lesson by language teacher with in a short period, a subject teacher could make use of relevant instructional materials)(Alabi1998:3). There are many

instructional materials that can be used to teach English and Yoruba languages in schools. Among such materials that the teachers and learners can utilize to obtain knowledge, idea as well as to acquire new skills and competencies according to Adebimpe and Ogunsola (2008:176) are as follows visual materials, Audio materials, Audio-visual materials, printed materials and community resources.

Statement of the Problem

These researchers found out that mostly in Nigeria schools today, there is challenge of non-availability of instructional materials for teaching and learning in which many teachers teach in abstract without considering the peculiarity of the topic taught, especially the language teachers, teaching English and Yoruba languages without using any instructional materials. For instance a Yoruba language teacher teaching Yoruba dialect without using maps to show different towns where they speak various dialects of the language. And also a English teacher teaching English phonetics and phonology like the organs of speech, in abstract without any chart showing articulatory organs will make learning difficult for he learners. But if the language teachers (English and Yoruba) employ suitable and appropriate instructional materials during lessons, it will enhance good understanding of the subject taught and then improve the performance of the learner in that particular subject during examination.

Research Questions

The following research questions were formulated to guide the conduct of this study:

1. In our schools nowadays, do they have any instructional materials at all?
2. Is there any importance attached to the use of instructional materials?
3. Do the language teachers of (English and Yoruba) in Oyo West Local Government need instructional materials for teaching?

Significance of the Study

This research study will be useful to many people and teachers in Oyo state globally. It will establish the importance of instructional materials for teaching in our in schools especially for the teaching of English and Yoruba languages. This study will expose those teachers teaching in abstract, and be an eye-opener

for them to realize the great importance of instructional materials in teaching and learning process. It will re-educate every teacher on the area of instructional materials as a necessity for good teaching in schools. This research will call the attention of government to provide instructional materials for our schools to enhance, easy and effective teaching learning. This, research will provide solution to non-availability of instructional materials in schools. This work will expose the hidden benefits embedded in the utilization of instructional materials by the teachers and learners in Oyo West Local government and in Nigeria at large. It could well be a chance to encourage teachers, especially language teacher on how to improvise instructional materials as to improve performance of the learners on the subject matter.

Scope of the Study

This study was limited to some secondary schools in Oyo West Local government area of Oyo state. The schools concerned include among others

- a) Community Grammar School, Isokun, Oyo
- b) Command Secondary School, Isokun, Oyo
- c) Ojongbodu Grammar School, Oyo
- d) A.U.D Grammar School, Opapa, Oyo
- e) Fasola Grammar School, Fasola Oyo

Methodology

These researchers adopted frequency count and simple percentage to collect and analysed data to this study. Questionnaire was used to collect relevant information from the respondents.

Population and Sampling Technique. The population used in this study comprised of respondents from five selected secondary schools in Oyo West Local Government area of Oyo State. In all, the sample consists of one hundred and fifty (150) respondents which comprises of thirty (30) teachers (30) from each school, as the researchers consider gender balance. Respondents were randomly selected irrespective of their social-economic background. Schools selected for this study are the following: Community Grammar School, Isokun, Oyo, Command Secondary School, Isokun Oyo, Ojongbodu Grammar School, Isokun Oyo, A.U.D Grammar School, Opapa Oyo, Fasola Grammar School, Fasola Oyo, Research Instrument and Its Administration.

The instrument for this study was a 20 item questionnaire. The questionnaire was in two sections. A and B section, section A consist of biographical data of respondents while section B contain twenty (20) items designed to elicit response from the respondents as regards their view on the title of this study. The response of each respondent to question is True or False, if respondent agree with what is being posed to him/her, and false if the respondents disagrees. The questionnaire were distributed by the researchers to the respondents.

Validity and Reliability of the Instruments

The questionnaires were subjected to criticism by the heads of the departments (English and Yoruba) who read through to detect some mistakes which were rectified. These processes ensured the content validity and make reliability of the instrument. Copies of the corrected questionnaire were administered and collected. The results of the respondents were analyzed using frequency count and simple percentage to give report of the findings.

Data Collection

The researchers personally administered the questionnaire to each of the respondents. The questionnaire forms were collected after proper filing by each respondent to avoid loss or interference.

Data Analysis

The data collected were analysed by using frequency counts and simple percentage.

Table I

<i>S/N</i>	<i>Statement</i>	<i>True</i>	<i>%</i>	<i>False</i>	<i>%</i>
1.	Does the secondary school curriculum design stress the utilization of instructional materials in school at all?	85	54	68	45
2.	Do you have language laboratory in your school	46	31	104	69
3.	The government provide seasoned textbooks, audio materials for the teaching of English and Yoruba language in schools	86	57	64	43

4.	Instructional materials aid learning of English language in School	84	56	66	44
5.	Audio-visual materials made easy the teaching of Yoruba phonetic and phonology	104	69	46	31

In table 1 above 85 respondents representing 54% agreed that secondary curriculum design stress the utilization of instructional materials in schools while 68 respondents representing 45% disagreed with the item posed to them. In item 2, 46 respondents representing 31% claimed the availability of language Laboratory in their schools while 104 respondents representing 69% of the respondents confirmed its non-availability of Language laboratory in the school. Also, in item 3, 86 respondents representing 57% agreed that government provide instructional materials for teaching in schools, but 64 respondents representing 43% of the respondents sampled affirmed the non-provision of instructional materials for teaching English in school. In item 4, 84 respondents representing 57% agreed that using instructional materials aids learning of English Language, whereas 66 respondents representing 44% of the respondents disagreed with the item. Then in item 5, 104 respondents representing 69% claimed that audio-visual materials made easy the teaching of Yoruba phonetic and phonology while 46 respondents representing 31% of the respondents negate the item.

Table II

<i>S/N</i>	<i>Statement</i>	<i>True</i>	<i>%</i>	<i>False</i>	<i>%</i>
1.	I improvise instructional materials when needed in my school	48	33	102	67
2.	Without instructional materials one can teach English phonetic & phonology	90	60	60	40
3.	I teach Yoruba poetry by using suitable and appropriate materials e.g Tape	84	57	66	43

4.	Most teachers in secondary schools teach both English and Yoruba language in abstract	112	75	38	25
5.	To teach English phonetic and phonology there is need for instructional materials	82	55	68	45

From table II above, in item 1, 48 respondents representing 33% claimed that they improvised the instructional materials needed while 102 respondents representing 67% affirmed that they don't improvise instructional materials needed. In item 2, 90 respondents representing 60% of the respondents claimed that without instructional materials one can teach English phonetics and phonology, while 60 respondents representing 40% affirmed that one can teach English phonetic and phonology without the use of instructional materials. Also, in item 3, 84 respondents representing 57% of the respondents confirmed that they teach Yoruba poetry by using appropriate instructional materials while 66 respondents representing 43% of the respondents disagreed with the item posed to them. Then, in item 4, 112 respondents representing 75% claimed positive to the item that most teachers teach both English and Yoruba language in abstract while only 38 respondents representing 25% of the respondents negate the item.

In item 5, 82 respondents representing 55% agreed that there is need for instructional materials to teach English phonetics and phonology, but 68 respondents representing 45% disagreed with the item.

Table III

<i>S/N</i>	<i>Statement</i>	<i>True</i>	<i>%</i>	<i>False</i>	<i>%</i>
1.	Using instructional materials during teaching made learning easy for learners	83	55	67	45
2.	Teachers should allow the learner to contribute to source of instructional material by bringing real object to class	48	33	102	67
3.	All schools language laboratory are well equipped for the teaching of English and Yoruba languages	78	52	72	48

4.	The school authority always provide instructional materials for the teaching of English and Yoruba language	46	31	104	69
5.	Instructional materials used in the class during teaching enhance retention of memory of the learner	104	69	46	31

The result from table III above shows that in item 1, 83 respondents representing 55% of the respondents agreed that using instructional materials teaching made learning easier for the learners while 67 respondents representing 45% of the respondent sampled disagreed with the item. In item 2, 48 respondents representing 33% of the respondents claimed that teachers should allow learners to bring instructional materials to school, but 102 respondents representing 67% of the respondents disagreed with the item. Also in item 3, 78 respondents representing 52% of the respondents agreed that the school language laboratory is well equipped while 72 respondents representing 48% of the respondents disagreed with the item. Then, in item 4, 46 respondents representing 31% claimed positive that the school authority always provide instructional materials for the teaching English and Yoruba languages, but 104 respondents representing 69% of the respondents affirmed that the school authority don't provide instructional materials in school. In item 5, 79 respondents representing 53% of the respondents agreed that using instructional materials during teaching enhance memory retention of the learners while 71 respondents representing 47% of the respondents negate the item.

Conclusion

Result from the findings showed that, it is going by the merit of the unique and pedagogical values, instructional materials proof to be a very helpful tool for teaching and to enhance the performance of the learners. It is important to note that teachers of English and Yoruba languages need to familiarize themselves with the instructional materials that are available and how they should improvise the needed materials that are not readily available in school.

Then any amount of money and energy put into providing resource materials would be a waste if the teachers were not trained on how to handle them (NTI 2005) all the teaching materials suitable for English and Yoruba lessons are meant to be used and not for mere decoration in the office.

Recommendation

The teachers of English and Yoruba need to be conversant with the subject matters, to make instructional materials functional as having the knowledge of his learner when teaching. Learners should be allowed to contribute relevant resource materials to the teaching of language by bringing real objects to class. Also, instructional materials that have been used for a lesson should be properly kept and stored in a safe place for retrieval at another time. The teacher need to use resource materials as at when due and appropriate too.

In an area where there is no electricity, school authority should liaise with the government in generating electricity to make some resource materials functional. The school authority should always make request from the government on the provision of instructional materials in all subjects taught in schools. There is need for teachers to use resource materials right from the primary school level to provide quality teaching and hope for better academic performance by the learners. Lastly in the period of economic recession, teacher should make use of local materials available around them for effective teaching.

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