

**INFLUENCE OF INSTRUCTIONAL MATERIALS ON THE ACHIEVEMENT  
AND RETENTION OF ENGLISH LANGUAGE AMONG JUNIOR  
SECONDARY SCHOOL STUDENTS IN OVIA NORTH EAST LOCAL  
GOVERNMENT AREA OF EDO STATE**

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BENIN CITY**

**JANUARY, 2023**

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULLFILMENT OF  
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF  
BACHELOR OF ARTS (EDUCATION) ENGLISH AND LITERATURE**

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## CERTIFICATION

We, the undersigned, certify that this study was carried out by Esther Aituafo OTABOR with Mat. No EDU1702939 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfillment of the requirements of the of the degree of B.A.(Ed.) in English & literature.

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## **DEDICATION**

This work is dedicated to The Almighty God who has been there right from the beginning to this very point.

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The researcher's profound gratitude goes to God Almighty for his love, mercies, provision and protection throughout the course of this project and the researcher's academic journey as a whole, to him is all the glory and honour.

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## ABSTRACT

This study was aimed at ascertaining the influence of instructional materials on the achievement of the Junior Secondary School Students in English language. In order to achieve the intended objectives of the study, five research questions was raised and two hundred and forty (240) respondents drawn from the students in Ovia North East Local Government Area of Edo State were used.

The descriptive survey research design was employed for the study. The tool utilized to collect the data was a self-made questionnaire. Utilizing an expert approach, the instrument was verified. When the instrument's reliability was tested using the Pearson's Product Moment Correlation Coefficient, a reliability coefficient of 0.78 was obtained, indicating that the instrument was trustworthy. Frequency and a straightforward percentage were used to analyze the data.

The findings showed that textbooks, dictionaries, tape recorders, charts, computers, televisions, posters, and radios are among the instructional tools accessible in the studied schools in the Ovia North East Local Government Area of Edo state for the teaching and learning of English. One of the main issues with the use of instructional resources in the teaching and learning of English language is that the majority of students are unfamiliar with how to use them. Based on the finding of the study according on the study's findings, the researcher suggests the following: the government should provide adequate instructional materials for effective teaching and learning to take place. Teachers should receive education and training on how to use a variety of instructional materials especially the novel ones.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

One development in the educational system is the implementation of a variety of cutting-edge teaching approaches at various levels of education. In order to help individuals lead lives of fulfillment, freedom, and success, the study of the English language is interconnected with all other topics and aspects of human existence. It involves examining individuals' social, academic, financial, cultural, physical, and psychological life. It is concerned with the total growth of people so that they can contribute positively to society. To increase teacher effectiveness and boost student achievement, instructional materials are crucial and important instruments for teaching and learning. It is impossible to emphasize the importance of teaching materials in improving students' proficiency in English as a second language. Since teaching tools like instructional materials were created to help teachers communicate structured information and learner-centered attitudes (Nwachukwu, 2006).

When teaching and studying academic subjects, instructional materials are crucial and essential resources for both teachers and students. They improve student performance and help teachers work more effectively. They make learning more interesting, useful, realistic, and enticing. They also enable active and successful participation in class

from both teachers and students. They enable the development of skills and knowledge as well as the self-actualization and increase of self-confidence.

They might be printed or non-printed materials that give students information while they are learning. Examples of educational materials include kits, textbooks, periodicals, newspapers, pictures, and recorded films.

To encourage pupils to learn, teachers use a range of teaching tools, such as textbooks, charts, models, photographs, real objects, and improvised materials (Awotua-Efebo, 2011). Application, sufficiency, and efficient use of instructional materials are all important in attaining the goals they had in mind in a teaching setting (Olaitan & Agusiobo, 2014). There is no denying the importance of educational resources in improving pupils' academic progress. It gives the students the sensory exposure they need to make long-lasting behavioral changes. The purpose of instructional materials is to improve education so that students do effectively in the classroom. The capacity of a student to learn, remember, and duplicate what he has learnt is a prerequisite for academic achievement. As a result, a student's performance is dependent on his capacity to recall what he has learned when necessary. Instructional is crucial in this respect since, on average, 70% of a person's knowledge comes from what they hear and see. The performance of the students in relation to the designated learning goals serves as the validation - loop on the efficacy of the interactions and training.

Omabe (2006) contends that instructional materials are crucial to the teaching and learning of English because they support a teacher's effectiveness and efficiency in delivering lessons. Esu, Eukoha, and Umoren (2004) assert that the use of creative learning activities and the concretization of concepts in instructional materials help students acquire abstract ideas. Additionally, instructional technologies reduce teacher centeredness in the classroom and encourage active participation in the learning process while preserving teacher energy. Similar to this, Mathew (2012) argues that employing instructional materials increases the effectiveness of teaching by enabling students to actively engage in learning.

These many viewpoints demonstrate how employing educational materials may improve students' performance. Additionally, Olumorin, Yusuf, Ajidagba, and Jekayinfa (2010) note that instructional resources make it simpler for teachers to instruct and less stressful for pupils to learn. They assert that all of the students' sense organs are in direct contact with the educational materials. Kochhar (2012) argues in favor of this point of view by stressing the importance of instructional materials as instruments for teaching and learning. In order to extend and pique students' interests in the topic, he continues, teachers must discover required and pertinent teaching tools to supplement in-class discussion and textbooks.

## **Statement of the Problem**

The English proficiency of students, especially in junior high schools, is not promising (Onileowo, 2016). It was shown that students' poor English language proficiency had nothing to do with a dearth of suitable teaching materials. Many teachers enter classrooms to instruct students in liberal arts topics without providing any teaching aids. There aren't any resources like a language lab or tape recorders, among others, to facilitate learning a second language. Learning is increased when students employ at least three of their senses, specifically sight, sound, and touch. In pedagogy and instructional communication literature, the use of instructional materials as a strategy to improve students' performance in the acquisition of challenging topics like language has been addressed and shown (Ibe-Bassey, 1991; Etim, 1998; Ikot, 2008).

Concerns about gender differences in students' language proficiency have existed for a long time, and research has been done in this subject around the globe. Although some studies have shown no discernible differences between male and female English language proficiency at any educational level, the majority have found gender differences (Atovigba, 2012).

In actuality, it has long been believed in the majority of the nation's regions that male students outperform female students in academic and extracurricular activities. There

are gender differences in how instructional materials are used, according to several research. One of these factors that significantly affects both how teachers use instructional materials and how well students do academically in school courses is gender. However, research on teachers' gender and the use of instructional resources have shown that female instructors' restricted access, expertise, and interest led to their use of audio, visual, and audio-visual instructional materials. According to Arisi (1998), when it comes to improvising teaching materials, female teachers were shown to employ them more frequently than male teachers. Similar to this, Markauskaite (2006) found a sizable difference between male and female consumption of instructional materials.

When using instructional materials, it's important to preview them, which entails learning everything there is to know about the subject matter, preparing the environment in which it will be used, and preparing the audience by making sure the materials will draw the audience in, pique their interest, inspire them, and offer the justification that could be used at the beginning, middle, or end of the lesson. Quality instructors are necessary for the use of appropriate instructional materials in the teaching and learning of the English language (Ntasiobi, Francisca & Iheanyi, 2014). This study focuses on how instructional materials affect secondary school English Language Learners' academic performance and retention.

## **Research Questions**

The following research questions were formulated to guide the study

1. What is the role of instructional materials in the teaching and learning of English Language?
2. What are the available instructional materials used in the teaching and learning of English Language?
3. What is the influence of instructional materials on the retention of English Language lessons?
4. What are the problems associated with the use of instructional materials in the teaching and learning of English Language?
5. Is there difference in the performance of male and female students taught with instructional materials and those taught without instructional materials

## **Purpose of the Study**

The main purpose of this study was to determine the influence of instructional materials on the performance of the senior secondary school students in English language. Specifically, the study sought to:

- determine the role of instructional materials in the teaching and learning process of English Language
- find out the available instructional materials used in the teaching and learning of English Language
- determine the influence of instructional material on the retention of Business studies lessons
- find out the problems associated with the use of instructional materials in the teaching and learning of English Language
- find out the difference in the performance of male and female students taught with instructional materials and when taught without instructional materials

### **Significance of the Study**

The results of this study will be useful to educators, students, and curriculum developers who teach English. The results of this study would allow curriculum designers to examine the curriculum in light of the requirement that instructional materials be used in the classroom. Without integrating instructional resources, the concept of instructors conducting the majority of the teaching would be minimized, maximizing teachers' efficacy in the classroom. As their attention would be more drawn when being taught using the instructional materials, this study would also

actively include students in the teaching and learning process, which would enhance and strengthen their cognitive learning abilities.

By identifying suitable teaching tools tailored particularly for information in text books, the research's findings might be helpful to text-book authors. In order to impact students' understanding in the areas of cognitive, emotional, and psychomotor domain and accomplish the intended educational aim, this study will also help teachers choose the best instructional materials.

The government will gain a lot from this initiative in terms of acquiring the essential instructional media for English classes. The government will promote a culture of strict focus on regular and efficient use of instructional resources in our schools after considering the significance of instructional materials in this work.

English language learners will be naturally motivated to use their textbooks and other educational tools both inside and outside of the classroom. Furthermore, the work will be helpful for other scholars who need recommendations.

### **Scope/Delimitation of the Study**

The scope of this study covers the influence of instructional materials on the academic achievements and retention of English Language. The study was delimited to only Junior Secondary Students in Ovia North East Local Area of Edo State.

## **Operational Definition of Terms**

**Instructional Materials:** These are a collection of print and non-print resources and equipment that have been chosen, arranged, and placed to meet the requirements of students and teachers while also furthering the school's mission.

**Teaching:** the process of impacting knowledge by a more knowledgeable or a professional on a learner

**Retention:** the learning and storing information and reproducing the it when required

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The review of pertinent and related literature for this study is the subject of this chapter. The following subheadings will be used to describe it:

- **Concept of Instructional Materials**
- **The Significant Role of Instructional Materials**
- **General Overview of Visual Aids**
- **Classification of Instructional materials**
- **Categories of Visual Aids**
- **Effectiveness of Auditory and Visual Senses**
- **The Essence and Development of Visual Aids in Teaching English Language**
- **Visual Aids and Learners Performance in Nigeria**
- **Summary of Reviewed Literature**

## **Concept of Instructional Materials**

Teaching materials are instructional resources—both human and nonhuman—that teachers employ when instructing students. There are some that are manufactured and some that the instructor improvises, but they are all used for the same thing (Iorliam, 2013). Teaching/learning materials (TLM), are any pool of resources that a teacher may use in effectively teaching to support the achievement of desired learning objectives. These resources may include animate and inanimate objects as well as human and non-human resources. The use of instructional resources may help students make learning more fascinating, engaging, and interactive by helping them to concretize their learning experiences. They serve as instruments for educational tasks including active learning and assessment. The word includes any tools and equipment a teacher could employ to carry out a lesson plan and assist pupils in meeting learning goals (Wikipedia, 2021).

Additionally, according to Udom (2013), instructional material is a list of all the supplies and tools that the instructor will supply for a given lesson. When guiding students' learning, educators must take into account the objectives and results of the curriculum, the backgrounds, skills, interests, and learning preferences of specific students, as well as the instructional resources available. The tools and materials a teacher employs to instruct students so they can experience the five senses of sight,

hearing, touch, smell, and taste while learning are known as instructional resources and materials. Resources may be either non-human or human. When teaching a language, especially a foreign language, instructional materials are crucial. As a result, they make it easier for words to directly relate to the things they represent as well as sounds to their symbols. By making learning tangible rather than abstract, the utilization of instructional material lessens the issue with learning. In a language lesson, instructional materials aid in illuminating abstract ideas. The choice of suitable instructional resources falls under the purview of the language instructor. Although the school administration is in charge of purchasing and setting up instructional materials, it is the duty of the teacher—who is familiar with the subject matter of his lessons—to choose appropriate and pertinent resources. From this point on, the instructor makes up any teaching materials that are unavailable.

High-quality learning materials should be made available and used effectively to help students build understanding via inquiry. This will improve their ability to investigate, question, identify, organize, analyze, synthesize, and evaluate information. According to Azikiwe (2017), instructional or teaching materials are the things and things that teachers utilize to help them teach effectively and practically. In other words, instructional materials or resources are the teaching aids that teachers use to improve the effectiveness and quality of their education so that students may learn quickly and

easily. Teaching resources can even refer to people who can be utilized to educate, whereas materials are solely non-human assistance. The instructor alone is in charge of choosing the educational materials. Texts, movies, software, and other things that help students accomplish the learning objectives outlined in provincial or municipal curricula are often referred to as learning resources. Prior to being utilized in a classroom, a learning resource must be examined to make sure it satisfies requirements for curriculum alignment, social concerns, and age or developmental appropriateness. Before being used in a classroom, educational materials like newspapers or journals that promote current affairs or "the teachable moment" must be assessed for appropriateness. Typically, the classroom teacher's professional judgment and skills are used to assess this kind of resource.

Over the years, there have been many different conceptions for instructional materials, and their titles have also changed. Teaching aids, instructional or educational facilities, learning resources, educational technologies, media materials, and curricular materials have all been used to describe it. Ogwo and Oranu (2006) defined instructional materials as any tool used by teachers to disseminate information which aids the acquisition of skills and knowledge, and enhance students' comprehension. They claim that models, objects, drawings, graphs and charts, photos, videos, and specimens make up the entirety of instructional resources. According to Dike (1988), instructional

materials are a collection of resources that a teacher might employ in the classroom to broaden his students' experiences.

By different writers, the idea of instructional materials is understood differently. Olaitan, Nwachukwu, Igbo, Onyemaechi, and Ekong (1990) defined instructional materials as tools created or acquired to help teachers impart structured information, skills, and attitudes to students in a learning environment. According to their definition, instructional materials in vocational technical education are those real-world tools and resources for developing skills that make it easier to teach, acquire, and assess technical abilities. Electronic systems, tools, equipment, and other resources that might be used for managing vocational technical operations and enhancing the teaching and learning of certain skills are considered instructional materials. According to Mkpa (1998), instructional materials relate to the numerous information carriers used in the delivery of instruction. He named a few of them: television, radio, instructional aids, textbooks, computers, models, and images. He also came to the conclusion that there are other forms of education besides instructors and that children may study on their own provided they have access to media that can convey useful knowledge. According to Ugonabo (1988), instructional materials are those that maximize learning in a variety of technological fields. Chalkboards, models, charts, overhead projectors, maps, and simulations were among the items he listed.

According to Nwandu (1994), instructional materials are resources that a teacher or student may utilize alone or in conjunction in a formal setting to aid in the acquisition of information, skills, and values. Instructional materials are technology that may transport knowledge and be utilized for education, according to Ike (1995). He continued by saying that while a teacher can describe a bucket, it is exceedingly challenging to explain to children exactly what a bucket looks like without providing them with a visual. This bucket's image is a teaching tool that will aid pupils in understanding the lesson.

According to Ekong (1994), the phrase "instructional materials" refers to any readily accessible practical and skill-oriented resources that support learning and knowledge development. Additionally, these resources help teachers impart information, abilities, attitudes, and facts to students as part of the educational system. They are necessary supplies or pieces of equipment, according to Ekong (1994), while teaching vocational technical topics in schools. To accomplish the goals of teaching, such resources must be used in the teaching process. Olaitan (1992) cautioned that some skills that could be necessary for admittance into specific vocational occupational areas might not be transmitted without the use of some materials, instruments, and facilities in the teaching of vocational technical topics in schools. This implies that in order for students to develop occupational skills, they must have access to these instructional

resources. Azikiwe (1994) defined instructional materials as those tools utilized to successfully and fully accomplish the educational objectives. She believes that when teachers use them, it improves the standard of education. According to Moore (1994), instructional materials are objects that are presented in various forms that excite, inspire, and hold learners' attention. Instructional materials have also been referred to as resource resources. Resource materials were defined by Obianwu (1988) as those technological tools, equipment, and materials used in education that aim to maximize educational input and output for the benefit of instructors and students. According to Obianwu, resource people who are called to provide one or two classes to pupils in schools are thought of as resource materials.

Real objects are so important that Mkpa (1998) recommended that teachers utilize representative of such real life events in the event that there aren't any real life scenarios available. According to Mkpa (1998), these real-life examples are the tools, approaches, and materials that assist teachers in approaching their work realistically. Models, diagrams, sketches, dioramas, or mock-ups are used to create representations of real-world situations. Mkpa (1998) went on to say that the goal of teaching materials is to assist the instructor in successfully and meaningfully communicating the desired message to the learner.

Egede (2004) wrote about the value of teaching aids in education, pointing out that both bright and average students struggle to fully understand certain concepts without the aid of teaching aids. There are many things that a student who is not bright cannot learn if they are only verbally presented to him. He said that these are tools or objects used in the teaching and learning process that pupils can either see, hear, touch, or smell. Teaching aids are described as "things that help in the teaching of a topic" by Ike (1995). He believes that this definition entails two things:

It does not completely complete the task since a portion is handled by other techniques, often an instructor. The help is given out by the teacher.

The tool is effective because it successfully completes a portion of the teaching task that was assigned to it.

Educational media is another phrase that may be used to describe teaching resources. According to Ukoha (1996), educational media is a means of presenting learners with the intended stimulus, knowledge, skills, and attitude. In order to accomplish the specified objectives, he created a list of media that included tools, machinery, machineries, and materials. Ukoha claims that some of these resources come in the form of actual items, specimens, moving and still images, photographs, electronic tools, mechanical gadgets, printed materials, and other tools that provide visual, auditory, and audio-visual sensations to aid in learning. Ukoha (1996) added that

educational media, particularly print media, are utilized to record, maintain, retrieve, and transfer instructional knowledge. In addition, resource centers and libraries can store and preserve instructional content using films, slides, transparencies, microfilms, charts, photos, videocassettes, audio-visual cassettes, and computer diskettes. According to Egede (2004), instructional tools used to retrieve knowledge include opaque projectors, slide projectors, radio, cassette recorders, and television.

### **The Significant Role of Instructional Materials**

Instructional materials include whatever the instructor utilizes to make his lectures engaging for all five senses—sight, hearing, touch, smell, and taste (Oyinloye, 2007). The direct relationship between sounds and their symbols, as well as between words and the objects they represent, is made possible by them, which makes them crucial in the teaching of languages, particularly foreign languages. The interference and translation issues are minimized by the use of aids. Additionally, as they are linked to resources the instructor uses to enhance the effectiveness of his instruction, they assist in clearly illuminating the meanings of various things.

Tomlinson (2018) asserts that the development of educational quality is significantly influenced by the teaching materials. (Ijert 2015). To achieve goals and objectives that have previously been established in terms of learner requirements, it is vital to keep in

mind that there has been a movement to put learners at the center of language education since the 1960s. As such, it is usually ideal to see teaching materials as resources (Brown, 2014). Therefore, in order to meet the needs of students and "the aims, methods, and values of the teaching program," teachers must make every effort to establish and apply a broad range of pertinent and contextualised criteria for the assessment of the materials they use in their language classrooms. In general, educational tools or materials aid in the better understanding of the topics being taught. According to Quadri et al. (2003), the following notions on how consent and the utility of the instructional materials are predicated on the likelihood that learning will take place in a class where there is:

- Active involvement of learners in the teaching learning process;
- Negotiation of individual learning objectives’
- Opportunities for demonstration, practice and feedback;
- Continuous evaluation of learning;
- Support for learners and teachers.

They highlight the following role of instructional resources/materials in English Language.

**Interest Booster:** The interest of the students in the teaching and learning process may be sparked and maintained with the aid of instructional tools.

**Knowledge Transmitter:** Instruments for visual, aural, and audio-visual communication make it easier and more precise to convey information to a broad audience.

**Memory Stimulator:** Visual and auditory tools encourage learning while supporting critical thinking and improving the use of imagination.

**Time Saver:** Because they convey information in a rapid, simple, accurate, and timely manner, instructional materials hasten the learning process.

Similar to this development, Aremu (2007) provides a list of the functions of instructional resources:

- It saves time;
- It makes learning real and permanent;
- It stimulates the learner's interest;
- It concentrates the students' attention;
- It provides authority for concepts being presented in class;
- It improves the teacher-learner relationship; and
- It allows for meaningful interaction in the classroom.

### **Classification of Teaching Materials**

According to Azikwe (2017), there are three broad types of grouping of instructional materials

1. Visual

2. Audio
3. Audio – visual

### **1. Visuals**

These are resource materials that appeal to the sense of sight and touch as well as the sense of smell. They consist of:

- i. Non projected materials: chalk board, adhesives
- ii. Pictorial materials : charts, pictures
- iii. Mobile materials
- iv. Three dimensional aids and materials
- v. Projected materials
- vi. Film-stripped and slide projector
- vii. Laboratory equipment, chemicals and apparatus
- viii. Books.

### **2. Audio**

The aural materials are instructional materials that appeal to the senses of hearing and touch. They are:

- i. Records and record players
- ii. Tapes and tape recorders
- iii. Language laboratories
- iv. Radio

### **3. Audio-Visuals**

Learning materials that fall under audio-visuals appeal to the senses of sight, hearing and touch. They are:

- i. Sound-stripe projector
- ii. Television
- iii. Video – tape recorder

### **The Effectiveness of Auditory and Visual Senses**

Bello (1999) asserted that when pupils employ both their aural and visual senses at once, more is recalled. Since seeing is believed to control a greater portion of all sensory information, instructional materials are essential in the teaching of English language, just like in other areas of instruction. This supports the value of instructional materials in fostering social awareness when used in the teaching of English language in secondary schools.

One only recalls 10% of what one hears and 90% of what one hears, sees, and does, according to Bouska (1991). In light of this, Berry and Buktenica (1997) discussed the significance of teaching materials in the classroom.

This was also brought on by the recognition of the enormous impact that audiovisual products have on their audience. As resourcefulness is a fundamental trait for a successful life, Bouska (1991), who recognized the importance of instructional materials on learning, suggested that more issues in classroom teaching activities should be resourcefulness-oriented. Therefore, if audio visual materials are tied to the

learning process, their influence on fostering social awareness is more successful than words alone.

This is the case because it is thought that although some people learn best by hearing and seeing, other people learn best through hearing, touching, and smelling. The adage "what we hear we forget, what we see we prefer to remember, and what we see and hear we remember more" may also be supported by this.

Therefore, instructional materials are increasingly frequently employed to reinforce the message, especially with a non-literate audience, for proper discussion and comprehension of social topics. Because they are more efficient and are used to complement text books, instructional materials serve a crucial role in education.

The greatest approach to assist learners, according to popular belief, is to put them in direct contact with teaching aids. The consequence of the utilization of resources, in accordance with Akkinson (1999), is more powerful than words or verbalization. Only the effect of educational materials that simulate real-world circumstances may do this. They are able to grasp and apply the experience acquired to situations in real life, and they are capable of communicating the intentional message to the receiver as they have received it.

The use of instructional materials can help pique their interest, provide a clear mental representation, speed understanding, help memory retention, and provide a shared experience, which in the end creates historical awareness. This is in addition to taking into account the high level of literacy, poverty, traditional beliefs, ignorance, etc. of the rural people. The words used are better understood because both the speaker and the listener relate them to a common instructional material, according to Brown and Haroleroad's (1999) observation that "looking at an object with the person with whom you are trying to communicate there is something in common, and that is the thing both of you see." Finally, the employment of instructional materials commands attention via their combined power of movement, sound, and a wide variety of instructional materials. Care must be made of what is taught and recommended if we are not to waste too much time rather than enhance the teaching.

### **Overview of Visual Aids**

Many academics have defined the word "visual assistance." According to Budinski (2005), visual aids are any items or demonstrations used to assist or improve a spoken presentation. This point of view contends that well-prepared visual aids can enhance the teacher's spoken communication of material that is ambiguous or incomplete. Visual aids are described by Dash and Dash (2007) as tools that facilitate learning by appealing to the learner's sense of sight or eyes. According to Bove e (2003), visual

aids are crucial tools for enhancing instructors' ideas, establishing their authority, and successfully transmitting information. This reduces the likelihood that students would misinterpret what the teacher is trying to say.

On the other hand, Imogie and Agun (2008) define visual aids as any tools used during instruction to promote learning by arousing the 18 senses of the visual system. According to this perspective, visual aids are more effective in facilitating learning since they offer extra stimuli in addition to the speech information provided by teachers. This suggests that visual aids provide students a more solid understanding of things and processes. Visual aids are anything delivered to an audience in a way that listeners can see to support the information they hear, according to Hamilton (2014). For the purposes of this study, "visual aids" refers to any instructional tool employed by instructors to promote deep learning that engages the sense of sight. They contain actual items.

### **Categories of Visual Aids**

Projected and non-projected visual aids are two subcategories that can be distinguished (Rather, 2004; Mangal & Mangal, 2009).

## **Projected Visual Aids**

According to Hussain et al. (2009), projected visual aids are images that are displayed on a screen using a certain kind of device, like a filmstrip projector, slide projector, overhead projector, or TV/VCR. In the same vein, Okaw (1995) claims that instructional materials requiring projection to be viewed are referred to as projected visual materials. Accordingly, Dash and Dash (2007) define projected aids as visual aids in which an expanded image is displayed on a screen or a white wall after a bright light is focused through a transparent image using a lens. Among the visual aids that can be projected are filmstrips and silent movies, computer graphics, magic lanterns, epidiascope, macro projections, and overhead and opaque projectors (Wilson & Brent, 2005).

A illuminated screen has the benefit of drawing students' attention when it comes to projected visual aids, thus teachers should choose and display images only for the aim of keeping their students' attention. This is according to Abdullahi (1998). He continues by saying that replacements for the real objects, particularly those that are either too far away, too dangerous, too huge to bring inside the classroom, too small to be seen by the human eye, or unavailable due to their cost or value, may be employed as projected visual aids. Projected visual aids are costly, complicated, and require a

light source or power source, such electricity, to function, according to Aboyade (1981).

Due to their lack of adaptability, they also considerably lessen the teacher's effect on the learning process and do not allow for comprehensive adjustment to reflect the lesson delivered. Likewise, according to McArdle (2015), projected visual aids are beneficial for big audiences since everyone in the room can see them well. According to Barnes (2013), one benefit of projected visual aids over non-visual aids in this regard is that they may be used to present any type of written, drawn, or printed content. Additionally, he points out that this form of projection may be utilized in a room with moderate lighting, making it simple to take notes and engage with students. To substantiate this, Boor (2013) argues that the use of projected media resources in the classroom enhances student-teacher interaction and gives instructions a more scientific foundation by offering a framework for 20 methodical instructional design.

### **Non – projected Visual Aids**

These are visual aids that may be utilized without the need for any kind of projection. These visual tools don't need a projector, a projector screen, or energy (Anyanwu, 2003). Print or non-print items may be used as non-projected visual aids (Sisiliya, 2013). Print resources include books, journals, newspapers, magazines, periodicals,

and others. Non-print resources include realia, models, specimens, photos, posters, images, maps, charts, flip charts, globes, chalkboards, felt boards, bulletin boards, and textbook illustrations. According to Jurich (2001), using non-projected visual aids in the classroom, such as pictures, gives each student a tool to link unfamiliar words to their meanings. Understanding and memory are aided by this. Additionally, Iwu et al. (2011) contend that non-projected visual aids, such as specimens, are especially helpful in facilitating successful science idea teaching since they make the job of science teachers simpler. Models convey abstract and difficult concepts in a reduced manner for learners to grasp, according to Akram et al. (2012). It's interesting to note that Dash and Dash (2007) point out that non-projected visual aids are easy to utilize because any child can see them, hang them on the wall, touch them, and handle them. They can typically be found simply and made by teachers in the staff room or by purchasing them from a nearby environment 21. Hilmi and Sim (1997) further claim that these aids might come in a wide range of sizes, shapes, and colors, as well as have local appeal or interest. They can also be modified to meet the requirements of other topic areas.

### **The Essence and Development of Visual Aids in Teaching**

The world's oldest form of instruction is still, for many purposes, the most effective: visual techniques of instruction (Curzon and Tummons, 2003). Before they could

speak or write, early man learned via direct experience. Primitive cultures frequently used visual signals before written languages were developed. There is a case to be made that the usage of visual aids dates back to the time when humans felt the need to express their ideas through graphics or images. In his essay, Barbour (2001) cites Plato as one of the first thinkers to illustrate his most abstract ideas using physical objects like "the cave."

According to literature, prehistoric man's earliest visual aids were simple, rudimentary drawings he produced on cave walls and rocks to either warn his fellow humans of impending danger or to illustrate events in his life that he wanted to be remembered. Different historical locations across the world have been discovered to use comparable visual aids. Numerous similar sketches and paintings may be seen in Tanzania close to the settlement of Kolo in the Kondoa Irangi and Amboni caves (URT, 2016). 22 Prior to puberty, Recto (2005) claims that prehistoric children might learn by doing and by seeing normal social interactions. While ladies learnt how to do household duties, boys were taught how to hunt, fish, and dig.

Real things were frequently favored for instructing kids. The lads were taught how to utilize basic instruments like arrows, bows, and spears, for instance. Youngsters learned visually by taking part in and copying adult activities since education's goal was to give children practical skills (Kerubo, 2016). In a similar spirit, adults liked to

teach young students by using tangible materials and visual examples. Boys and girls experienced a long period of education during initiation, especially in indigenous African communities. This was made possible by the significant usage of sculptures and artwork, the majority of which were constructed of wood and metal. Numerous ideas were shown, and the kids learnt by doing and by watching their teachers. Despite the fact that how concepts were represented visually differed from civilization to society, they were always used as a medium to aid in understanding (Kerubo, 2016). Additionally, early man communicated visually by placing stones in specific configurations and drawing patterns in the sand along the coast. Surface-drawn maps were another visual aid for giving directions. The use of fire and smoke signals, on the other hand, as a means of long-distance visual communication between humans is mentioned by Borowski et al. (1998). Visual communication has generally been a widespread habit among groups of people for a very long time. The 21st century's advancements in science and technology, in particular, have substantially increased the amount of visual content that is available (Sisiliya, 2013). For instance, the development of computers has made visual media production and design simpler (Costley, 2014). Every year, new materials and projection tools are developed, which has completely changed how visual content is displayed.

With the use of digital video technology, teachers may create their own movies or choose ones that best suit the requirements and interests of their pupils (Shrosbree 2008). Teachers from all around the world are now able to share visual information with their students because to the increasing usage of mobile devices to access the internet. Let's look at the purpose and evolution of visual materials in education before moving on to the empirical literature study on the relationship between visual aids and student achievement in both developed and developing countries.

### **Visual Aids and Students Performance**

Studies on the usage of visual aids in classrooms on student performance have been conducted in Nigeria. The impact of employing improvised teaching materials on the academic success of secondary school physics students in Oyo state was examined by Oladejo et al. in 2011. Students exposed to educational materials with some audio-visual aids performed better than those taught using conventional instructional materials, according to an experimental study that entailed giving some students improvised teaching materials. It was shown that improvised teaching tools, such visual aids, help the instructor save money and also encourage student involvement, which helps students perform better in class. Additionally, a research on the effects of audio-visual resources on learning and instruction in private secondary schools in the Makurdi metropolitan was conducted by Ode (2014). It was discovered that all of the

chosen private schools in Makurdi used a variety of audiovisual resources for teaching and learning, including filmstrips, microforms, slides, transparencies, tape recordings, flashcards, opaque materials projected on a screen, photographs, discs, art and study prints, charts, atlases, maps, posters and billboards, and realia. According to the study's findings, the usage of audio-visual materials had a major impact on teaching and learning since they helped students grasp concepts better and had a wider range of learning opportunities. Nwankwo (2004) conducted research on the subject, looking at how audio-visual aids were used to teach English in Anambra state's secondary schools. It was discovered that instructors needed audio-visual resources to ease the teaching of English and enhance overall work performance. It was discovered that there was a correlation between the English instructors' usage of audio-visual aids in the classroom and both their prior training and experience as teachers. According to study results, many teachers had no prior experience with audio-visual materials, which made it hard to attain desired academic outcomes.

It was discovered that the chosen secondary schools were well-equipped with chalkboards and textbooks, both of which were used effectively. However, the schools lacked software resources like charts, cassettes, slides, and transparencies, and the few visual aids that were there were not successfully utilised. One of the issues preventing the provision of audio-visual aids in Anambra schools was a lack of sufficient funding.

Other issues included a lack of energy and expensive technology that increased the cost of supplies for teaching materials. All of these issues have an impact on pupils' academic performance and learning in general.

### **Summary of Reviewed Literature**

This chapter defines an instructional material as any tool, animate or inanimate, utilized for teaching activities by teachers to improve students' comprehension and performance. There was also a discussion of the key functions of instructional materials in the teaching of English, including time savings, improved teacher-student relationships, increased attention, memory stimulation, and so forth.

The usefulness of the auditory and visual senses were also discussed, with the claim that 90% of what is seen, heard, and done is remembered compared to 10% of what is heard. Due to the students' exposure to the literal representation of what is being taught in instructional materials, learning the English language is made easier to grasp and retain.

Other topics, such as the types of visual aids, their significance and evolution in the teaching of English, their relationship to student performance in Nigeria, etc., were also stressed.

In conclusion, it is clear from this chapter that instructional materials have a significant impact on students' performance in the English language, and that the use of visual aids promotes quick absorption and memory retention. Students are able to hear and see how words are spoken, the movement of the lips, appropriate grammar, etc. when educational tools like audiovisual aids are used. Therefore, it is crucial to make sure that these resources are available for improved English language performance.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the method and procedure that will be used by the researcher in conducting the study. It is presented under the following Sub headings;

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

For the study, a survey research design will be employed. According to Olaitan, Ali, Eyo, and Sowande (2002), survey research is a method that uses a sample of a large population to examine the relative occurrence, distribution, and relationships of sociological and psychological variables using interviews or questionnaires.

## **Population of the Study**

The inhabitants of Ovia North East LGA in Edo States are the study's target group. According to a (2006) census, Ovia North East has a population of one hundred fifty-three thousand eight hundred forty-nine (153,849) people.

## **Sample and Sampling Technique**

It would include 240 respondents who were chosen at random to represent the whole population of the Ovia North East LGA in Edo State. The respondents will be chosen using a basic random sampling approach.

## **Research Instrument**

A questionnaire with 19 items serves as the study's instrument and will be used to collect data from participants. There will be two sections to the questionnaire. While Section B will contain things linked to the study questions, Section A will provide the demographic background of the respondents. For measurement, a four-point scoring system based on the modified Likert summated rating scale will be used.

### **Validity of the Instrument**

After a thorough examination by the supervisor and two specialists from the Department of Educational Foundation, the instrument's content validity will be determined. The final text will be created with the help of their suggestions and corrections on the language's clarity and appropriateness.

### **Reliability of the Instrument**

To determine the reliability of the instrument, the test-retest method of estimating the reliability of an instrument will be used. Consequently, the constructed instrument will be administered on a group of forty (40) students who are not part of the study within an interval of two weeks. The correlation of the response will be determined using the Pearson's Product Moment Correlation.

### **Method of Data Collection**

The researcher will personally administer the instrument to the respondents. The questionnaires to be completed by the respondent will be retrieved personally by the researcher.

## **Method of Data Analysis**

The method employ in the analysis of the data collected for the study will be percentage and frequency counts

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis and interpretation of data collected for the research study. The data collected was based mainly on field survey through questionnaires administered so as to give meaningful data interpretation relevant to the subject matter.

**Table 4.1: Gender of the Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentages</b>
<b>Male</b>	100	41.6%
<b>Female</b>	140	58.4%
<b>Total</b>	240	100%

Source: Field Survey, 2022

From the above table, it was found that 100 representing 41.6% of the respondents are male while 140 representing 58.4% of the respondents are female respondents. Data evident suggest that the female respondents dominate the overall respondents of Ovia North East LGA, Edo State.

**Table 4.2 Age Distribution of the Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentages</b>
<b>10 - 15 years</b>	50	20.8%
<b>16 -- 20 years</b>	70	29.2%
<b>21 - 25 years</b>	60	25%
<b>26 years and above</b>	60	25%
<b>Total</b>	240	240

Source: Field Survey, 2022

In the table, it was found that 50 representing 20.8% respondents falls between the ages of 10 -15 years, 70 representing 29.2% of the respondent fall between 16-20 years, 60 representing 25 % respondents falls between the ages of 21-25 years, while 60 representing 25% respondents falls between the ages of 26 years and above. Data evidence suggest that respondent between 16 – 20 years dominate the sampled respondents of Ovia North East Local Government Area.

**Table 4.3 Class of the Respondents**

<b>Class</b>	<b>Frequency</b>	<b>Percentages</b>
<b>JSS1</b>	100	41.7%
<b>JSS2</b>	80	33.3%
<b>JSS3</b>	60	25%

Source: Field Survey, 2022

In the data presented in table 4.3, 100 representing 41.7% of the respondents are in JSS1, 80 representing 33.3% of the respondent are in JSS2, 60 representing 25%, of the respondents are in JSS3.

**Table 4.4 Religion of the Respondents**

<b>Religion</b>	<b>Frequency</b>	<b>Percentages</b>
<b>Christian</b>	150	62.5%
<b>Muslim</b>	80	33.3%
<b>Traditional Religion</b>	10	4.2%

Source: Field Survey, 2022

In the data presented in table 4.4, 150 representing 62.5% of the respondents are Christians, 80 representing 33.3% of the respondent are Muslims, 10 representing 4.2%, of the respondents are Traditional Worshipers.

## Data Presentation and Analysis

In this section, data collected from the questionnaire was analyzed according to research questions stated earlier in chapter one.

**Table 4.5: The Role Of Instructional Materials In The Teaching And Learning Of English Language**

S/N	ITEMS	A	SA	D	SD
1	Instructional materials makes learning more realistic	100 (41.7%)	100 (41.7%)	20 (8.3%)	20 (8.3%)
2	It makes learning interesting	150 (62.5%)	80 (33.3%)	5 (2.1%)	5 (2.1%)
3	It makes learning practical	80 (39.3%)	150 (62.5%)	10 (4.2%)	- (0%)
4	It makes learning appealing	120(50%)	100 (41.7%)	15 (6.3%)	5 (2.0%)
5	It makes learning difficult	2 (0.8%)	3 (1.25%)	135(56.25 %)	100(41.7%)
6.	It leads to active involvement of learners in the teaching learning process	150 (62.5%)	80(33.3%)	5 (2.1%)	5 (2.1%)

Source: Field Survey, 2022

From table 4.5 above, it was observed that instructional materials makes learning more realities as 41.7% of the respondents agreed, 41.7% strongly agreed, 8.3% disagreed and strongly disagreed.

It was also observed that instructional materials makes learning interesting, as 62.5% of the respondents agreed, 33.3% strongly agreed, 2.1% disagreed and strongly disagreed.

It was further observed that instructional materials makes learning practical, as 39.3% of the respondents agreed, 62.5% strongly agreed, while 4.2% disagreed and no respondent strongly disagreed.

50% of the residents sampled in the study agreed that instructional materials makes learning appealing, 41.7% strongly agreed while 6.3% disagreed and 2.0% strongly disagreed.

Instructional materials do not make learning difficult as 56.25% of the respondent disagreed that it makes learning difficult while 41.7% strongly disagreed that it makes learning difficult, only very few respondents 0.8% and 1.25% agreed and strongly agreed respectively.

It was finally observed from the above table that instructional materials leads to the active involvement of learners in teaching and learning process as 62.5% of the respondents agreed, 33.3% strongly agreed, while 2.1% disagreed and strongly disagreed respectively.

**Table 4.6: The Available Instructional Materials Used in the Teaching and Learning of English Language**

<b>S/N</b>	<b>ITEMS</b>	<b>A</b>	<b>SA</b>	<b>D</b>	<b>SD</b>
7	Text books	80 (39.3%)	150 (62.5%)	10 (4.2%)	- (0%)
8	Dictionary	100 (41.7%)	120 (50%)	5 (2.0%)	15 (6.3%)
9	Tape recorder	150 (62.5%)	80 (33.3%)	5 (2.1%)	5 (2.1%)
10	Charts	120 (50%)	100 (41.7%)	15 (6.3%)	5 (2.0%)
11	Computers	100 (41.7%)	100 (41.7%)	20 (8.3%)	20 (8.3%)
12	Television	120 (50%)	100 (41.7%)	15 (6.3%)	5 (2.0%)
13	Posters	100 (41.7%)	100 (41.7%)	20 (8.3%)	20 (8.3%)
14	Radios	150 (62.5%)	80 (33.3%)	5 (2.1%)	5 (2.1%)

Source: Field Survey, 2022

From table 4.6 above, item 7 to 14 showed that textbooks, dictionary, tape recorder, charts, computers, television, posters and radios are the available instructional materials in the teaching and learning of English Language in the sampled schools in Ovia North East Local Government Area, of Edo state.

**Table 4.7: The Influence of Instructional Material on the Retention of English Language Lessons**

<b>S/N</b>	<b>ITEMS</b>	<b>A</b>	<b>SA</b>	<b>D</b>	<b>SD</b>
<b>15</b>	I understand better when am taught with instructional materials	100 (41.7%)	100 (41.7%)	20 (8.3%)	20 (8.3%)
<b>16</b>	I sleep off in class when instructional materials are being used	2 (0.8%)	3 (1.25%)	135 (56.25%)	100 (41.7%)
<b>17</b>	The use of instructional materials in teaching make the student more intelligent	80 (39.3%)	150 (62.5%)	10 (4.2%)	- (0%)

Source: Field Survey, 2022

From table 4.7 above, it was observed that students understand better in class when they are taught with instructional materials as 41.7% of the respondents agreed, 41.7% strongly agreed while 8.3% of the respondents disagreed and strongly disagreed respectively.

Students do not sleep off when they are taught with instructional materials, observing from item 16 in the table above, as 56.25% and 41.7% of the respondent rejected the opinion that the sleep in class when instructional materials are used in teaching English Language.

It was finally observed from table 4.7 that the use of instructional materials in teaching makes the students more intelligent as 39.3% of the respondents agreed, 62.5% of the

respondents strongly agreed while 4.2% of the respondents disagreed and non-strongly disagreed.

**Table 4.8: Problems Associated with the Use of Instructional Materials in the Teaching and Learning of English Language**

S/N	ITEMS	A	SA	D	SD
18	Teachers knowledge on the use of the instructional materials	150 (62.5%)	80 (33.3%)	5 (2.1%)	5 (2.1%)
19	Availability of the required instructional materials	80 (39.3%)	150 (62.5%)	10 (4.2%)	- (0%)
20	Adequacy of the instructional materials for the entire class	120 (50%)	100 (41.7%)	15 (6.3%)	5 (2.0%)
21	Students familiarity with the instructional materials	100 (41.7%)	100 (41.7%)	20 (8.3%)	20 (8.3%)

Source: Field Survey, 2022

Findings from table 4.8 above shows that teachers knowledge on the use of instructional material is limited and this is some of the major problems associated with the use of instructional materials in the teaching and learning of English language, 62.5% of the respondents agreed to this, 33.3% strongly agreed, 2.1% disagreed and strongly disagreed respectively.

It was also observed that the required instructional materials are not always available during the teaching and learning of English Language as 39.3% of the sampled

respondents agreed, 62.5% strongly agreed while 4.2% of the respondents disagreed and non of the respondents strongly disagreed.

Non adequacy of instructional materials is one of the major problems associated with the use of instructional materials in the teaching and learning of English Language as 50% of the respondents agreed, 41.7% strongly agreed, while 6.3% disagreed and 2.0% strongly disagreed.

The fact that most student are not familiar with the use of instructional materials is also one of the major problems associated with the use of instructional materials in the teaching and learning of English Language, as 41.7% of the respondents agreed and strongly agreed respectively while, 8.3% of the respondents disagreed and strongly disagreed respectively.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

This study was aimed at ascertaining the influence of instructional materials on the performance of the Senior Secondary School Students in English language . In order to achieve the intended objectives of the study, five research question was raised and two hundred and forty (240) respondents drawn from the students in Ovia North East Local Government Area of Edo State were used.

The descriptive survey research design was employed for the study. The tool utilized to collect the data was a self-made questionnaire. Utilizing an expert approach, the instrument was verified. When the instrument's reliability was tested using the Pearson's Product Moment Correlation Coefficient, a reliability coefficient of 0.78 was obtained, indicating that the instrument was trustworthy. Frequency and a straightforward percentage were used to analyze the data.

The conclusions showed that textbooks, dictionaries, tape recorders, charts, computers, televisions, posters, and radios are among the instructional tools accessible

in the studied schools in the Ovia North East Local Government Area of Edo state for the teaching and learning of English.

One of the main issues with the use of instructional resources in the teaching and learning of English language is that the majority of students are unfamiliar with how to use them.

## **Conclusion**

In this study, the impact of instructional materials on senior secondary school students' English language proficiency is investigated. The objectives that were originally stated in chapter one have been covered by this study's findings. The findings of this study demonstrate that the necessary instructional materials are not always available during the teaching and learning of English as a second language. Inadequacy of instructional materials is one of the major issues associated with the use of instructional materials in the teaching and learning of English as a second language, and teachers' knowledge of how to use instructional materials is limited.

## **Recommendations**

Based on the finding of the study According on the study's findings, the researcher suggests the following:

- The government should provide adequate instructional materials for effective teaching and learning to take place.
- Teachers should receive education and training on how to use a variety of instructional materials especially the novel ones.
- Teachers and students should always have orientation programs on how to use educational tools.

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## APPENDIX

### INFLUENCE OF INSTRUCTIONAL MATERIALS ON THE ACHIEVEMENT AND RETENTION OF ENGLISH LANGUAGE AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO STATE QUESTIONNAIRE (IIMPSSEQ)

Dear Respondents,

I am an undergraduate in the above department currently carrying out a research on the Topic: the Influence of instructional materials on the performance of the Senior Secondary School Students in English language...

Please tick (✓) the questionnaire sincerely as all information gathered shall be used purely for research purposes and shall be treated with utmost confidentiality.

#### SECTION A (Demographic Data)

Gender: Male ( ) Female ( )

Age: 10 - 15 years ( ) 16 -- 20 years ( ) 21 - 25 years ( ) 26 years and above

Class: JSS 1 ( ) JSS 2 ( ) JSS 3 ( )

Religion: Christian ( ) Muslim ( ) Traditional Religion ( )

#### SECTION B

Instruction: Please answer all questions: indicate the answer(s) most appropriate to you by ticking (✓) in the box provided. Thank you

**The role of instructional materials in the teaching and learning of English Language**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Instructional materials makes learning more realistic				
2.	It makes learning interesting				
3.	It makes learning practical				
4.	It makes learning appealing				
5.	It makes learning difficult				
6.	It leads to active involvement of learners in the teaching learning process				

**The available instructional materials used in the teaching and learning of English Language**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
7.	Text books				
8.	Dictionary				
9.	Tape recorder				
10.	Charts				
11.	Computers				
12.	Television				
13.	Posters				
14.	Radios				

**The Influence of instructional material the retention of English Language lessons**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
15.	I understand better when am taught with instructional materials				
16.	I sleep off in class when instructional materials are being used				
17.	The use of instructional materials in teaching make the student more intelligent				

**Problems associated with the use of instructional materials in the teaching and learning of English Language**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
18.	Teachers knowledge on the use of the instructional materials				
19.	Availability of the required instructional materials				
20.	Adequacy of the instructional materials for the entire class				
21.	Students familiarity with the instructional materials				