

AVAILABILITY AND USE OF RESOURCES FOR TEACHING ENGLISH IN ILORIN, NIGERIA

BY

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Abstract

Teacher, teaching and instructional resources go hand in hand, particularly, in handling English within English as Second Language (ESL) context. This study focused on availability and use of resources for teaching English in Ilorin, Nigeria. The study was descriptive and it involved 100 teachers across schools in Ilorin as respondents using questionnaire. The results show that where resources are available, teachers use only the non-human. It also shows that the variables of gender, school type and school location do not have any significant influence on the availability/use of resources. It was therefore recommended that teachers should change their dispositions and use both human and non-human resources in teaching English.

Keywords: *Availability, English, Instructional resources, School type and School location*

Introduction

The crucial role English language is playing within the sphere of Nigeria's linguistic complexities is unsurpassed. This is so, especially, since it has bridged and still bridging the communication gaps which were hitherto a menace among the diverse Nigeria's linguistic groups. To that extent, it has become Nigeria's national language. This is why Adedimeji (2011) opines that success in Nigeria is somehow tied around English language, although, there are a few exceptions. The correct and effective use of English has become a path every Nigerian is expected to tread. This is, however, not the case as students' performance in the subject, especially, at SSCE level has been a source of worry to the stakeholders (WAEC, 2014). Ironically, this is not a good omen in a country that relies so much on English language. Scholars have tried to unravel the genesis of this appalling situation. While some scholars have traced the challenge to the unavailability of instructional resource, others claim that it is the non usage of the ones available. The consensus however, is that instructional resource plays an important role in ensuring effective teaching/instruction/learning (Babayomi, 1999; Adesipo, 2002; Abolade, 2004). And its availability and consequent use will go a long way in making teaching /learning of English language much easier.

Different perceptions have been given to the term resources. Abdullahi (2005), Onasanya and Adegbija (2007) view it to be instructional media. Fakomogbon (2004), Lawal (2006) see it as instructional resources, Abdulsalam (2007) and Ogundeji (2011) put them as instructional materials. Sanni (2015) simply puts it as Resources. According to Lawal (2006) instructional resources can be defined as any object, person or place which facilitates the planning, implementation and evaluation of teaching and learning, together with the feedback that goes into the instructional system. Sanni (2015) observes that teaching resources are those practical aids the classroom teachers deploy in the teaching process so as to reduce excessive talking. Such aids, according to AbdulRahman (2014), include places, human beings and not restricted to materials. In a teaching/learning endeavour, instructional resource is an indispensable companion if the set objectives are to be achieved. The question therefore is whether the needed resources are available and where they are available, do teachers use them. These questions are readily answered by considering who uses the resources whether he/she has the wherewithal or not to use it. Teachers are the users of resources to enhance effective teaching /learning. Resources remain useless without a good teacher's handling (Abiola, 2012). This means that the use of resources requires some skills on the part of the teachers which might be informed by their gender, years of experience, academic qualification among others. Where teachers are handy in the aspect of usage, the availability of the resources in the school is also of great importance. This can be influenced by the school type (private or public) or/and school location (rural or urban).

The important role of the English language has necessitated its inclusion as a compulsory subject in the Nigeria Education Curriculum (AbdulRahman, 2014). Awonusi (2007) wouldn't have agreed less when he observed that the Nigeria education system depends on English language greatly. This might be the reason why Olusoji (2012) believes that English language is an instrument of national development since education is a presupposed cornerstone of development. Again, Awonusi (2007) observes that English

remains, for now, the language of instruction at all levels of education in Nigeria except in few cases where teachers try to code-switch in order to meet the students' needs in understanding the concept taught. This is in line with Olusoji (2012) who opines that any literate Nigerian must not only be able to read and write in the language but must also communicate effectively with it. This implies that English language is as important as education itself in Nigeria (Sanni, 2015).

Available data from WAEC show that students have not been performing well in SSCE English. For instance, Ishola (2017) observes that for a period of five years (2010-2016) candidates' performance has been very low with the highest percentage of 58.68%. This is not a good indication for a country that is so entangled in the use of English without any hope of being free from it so soon. This is an abysmal situation as observed by Abdulrahman (2014) and it has become a source of concern for the stakeholders in the education sector. While some scholars have linked this trend to unavailability of resources, others believe it is the inappropriate use of it. The agreement, therefore, is that the problem is pedagogical (Abiola, 2012). And in the whole pedagogical process, the teacher and the environment of teaching are crucial. According to Abiola (2012), a language teacher must have:

- i. an excellent control of the language to be taught (good pronunciation, clear and expressive reading abilities);
- ii. correct and fluent speech;
- iii. ability to read fluently difficult-texts;
- iv. a good scientific and linguistic knowledge of the language to be taught; knowledge in the past and present system of sounds; grammatical structures; formation of words and the ability to put this knowledge into practical use in the class; and
- v. a vast knowledge of the literature and civilization of the foreign country; he should be introduced in to psycho-pedagogy and into the theoretical and practical problem in teaching especially into the methods and techniques of the teaching of a foreign language and use of audio-visual aids.

Abdulrahman (2014) explains that, apart from the above mentioned points, school types, school location and teacher's gender in the teaching of English cannot be overstressed. A school can either be owned by government or private individuals. Government owned schools are public while privately owned schools are those of individuals. Between these two, Adepoju (2002), opines that students from private schools perform academically than students from the public schools. Also, school location at times, influences students' academic performance. Schools in urban centers tend to have more facilities than those in the rural areas. Hence, students from urban schools may outstrip their counterparts from the rural areas (AbdulRahman, 2014). In terms of gender, a woman is different from a man. Abiola (2012), therefore, observes that a number of academics have continually argued that gender is a serious determining factor to effective and efficient academic performance. Adichie (2012), however avers that gender is not a determining factor in academic performance. Both male and female are of equal capabilities when opportunities are the same (Adiche, 2012).

Objectives of the Study

This work aims at examining the availability and utilization of instructional resources in teaching English language in Ilorin, Nigeria. The focus of this study, specifically, is to analyze the various instructional resources, consider their availability in schools and find out whether teachers effectively utilize the resources.

Based on this, school location, school type and teachers' gender are examined as to know whether they determine both the availability and the use of instructional resources.

Research Questions

This study seeks to find answers to the following research questions.

1. Does teachers' gender have any influence on the availability and use of resources used in teaching English in Ilorin?
2. Does school location have any influence on the availability and use of resource in teaching English in Ilorin?
3. Could school type significantly influence the availability and use of resources in teaching English language in Ilorin?

Research Hypotheses

Ho1: Teachers' gender does not significantly influence the availability and use of resources.

Ho2: School location does not have any significant influence on the availability and use of resource

Ho3: There is no significant influence on the availability and use of research based on school type.

Methodology

This study is descriptive in nature. It tends to examine the availability and use of resources in the teaching of English in Ilorin. Descriptive research, being a systematic attempt to describe the characteristics of a given population, is considered appropriate for this study. The population for this study included all the teachers of English in Ilorin. Ninety-eight teachers were randomly selected as samples for the study. Also, because Ilorin comprises of three local government area (Ilorin, East West and South), the selection of respondents cut across the three local governments in the proportion of their population. Again, the instrument used for this study was questionnaire. The instrument was divided into two sections; A and B. Section A was used to elicit information on the teachers' gender, school type and school location. Section B was based on identifying the extent of teachers' utilization of resources and their availability. The items on section B were structured on a modified Likert scale, as in never 1, seldom 2, often 3, always 4. The prepared questionnaires were administered in all the sampled schools.

This study adopted both descriptive and inferential statistics to analyze the collected data. Percentages, standard deviation and t-test were all adopted as statistical tools to answer the research questions and to test the hypotheses. Experts from Measurement and Evaluation were consulted to validate the structure and contents of the instrument. The test-re-test reliability technique was employed to ensure reliability of the instrument using the Pearson's Product Moment Correlation Co-efficient method at (r) 1.7. This was administered on twenty (20) randomly selected teachers who were excluded from the main study.

Results

A total of 100 copies of questionnaires were administered on respondents. The mean and standard deviation were used to answer the first research question. The hypotheses were tested using the t-test statistical technique.

Table 1 Demographic Data of Respondents

A	Total	Percentage	B	Total	Percentage	Grand total
Male	45	45.0	Female	55	55.0	100
Urban	80	80.0	Rural	20	20.0	100
Public	63	63.0	Private	37	37.0	100

Table 1 shows the distribution of the respondents by gender, school location and school type. It indicated that 45 (45%) of the respondents were males, while 55 (55%) were females. It also showed that 80 (80%) were teachers from urban schools, while 20 (20%) teachers were from schools in the rural areas. The table, again revealed that 63 (63%) teachers were teaching in government-owned schools, while 37 (37%) were teachers teaching in private-owned schools.

Table 2: Mean and Standard Deviation of the resources commonly used by teachers for teaching English language

No	ITEMS	TOTAL	MEAN	SD
RANK				
28.	Video	100	3.44 0.72	1 st
30.	Course Textbooks	100	3.24 0.87	2 nd
21.	Realia (real-life/concrete objects)	100	3.23 0.90	3 rd
27.	Computers	100	3.15 0.60	4 th
12.	Fine Arts laboratories	100	3.09 0.10	5 th
15.	School facilities	100	3.08 0.99	6 th
17.	Courtrooms	100	2.94 1.02	7 th
16.	Hospitals	100	2.92 0.09	8 th
35.	Maps	100	2.83 1.04	9 th
34.	Adapted passage from textbooks	100	2.79 0.77	10 th
23.	Overhead projectors	100	2.74 1.37	11 th

33.	Audio tape recorder/player	100	2.68	0.65	12 th
32.	Magazines/Newspapers	100	2.65	1.42	13 th
13.	School libraries	100	2.61	1.04	14 th
26.	MP3 audio CDs	100	2.57	0.75	15 th
11.	Science laboratories	100	2.53	0.09	16 th
19.	Barracks	100	2.52	1.4	17 th
20.	Media houses	100	2.51	1.3	18 th
29.	Slide-audio tape presentations	100	2.50	0.53	19 th
31.	Puppets	100	2.35	1.14	20 th
14.	Language laboratories	100	2.29	1.02	21 st
8.	Athletes/Sportsmen/Sportswomen	100	2.28	1.14	22 nd
18.	Mechanized farmlands sites	100	2.27	1.15	23 rd
24.	Slides	100	2.26	1.08	24 th
3.	Social Science teachers(Commerce)	100	2.17	1.12	25 th
9.	Lawyers	100	2.08	1.17	26 th
25.	Television programmes	100	2.07	1.45	27 th
22.	Charts (Flip charts/Minimal charts)	100	2.05	0.51	28 th
4.	Arts teachers (e.g Fine Arts)	100	1.96	1.15	29 th
7.	Farm Managers/Veterinary surgeon	100	1.93	1.13	30 th
10.	Journalists	100	1.91	1.13	31 st
6.	Medical doctors	100	1.81	0.9	32 nd
2.	Science teachers (e.g. Agric Science)	100	1.76	1.06	33 rd
5.	School librarians	100	1.69	1.01	34 th
1.	Other English language teachers	100	1.67	0.85	35 th

Table 2 shows that out of thirty-five(35) items that addressed the extent of teachers' use of resources for teaching English language in primary schools in Ilorin, Kwara State, items 28, 30, 21, 27, 12, 15, 17, 16, 35, 34, 23, and 33 ranked 1st to 12th, respectively. This result means that English language teachers in Ilorin, make more use of these items regularly in the teaching of English language. Eleven (11) of these items fell under the non-human resources used in the teaching of English language. On the contrary, items 1, 5, 2, 6, 10, 7, 4, 22, 25, 9, 3 and 24 ranked 35th to 24th respectively in the other of their less usage. This outcome implies that teachers of English language seldom or never made use of human resources because nine (9) out of twelve (12) items are within this range. On the average, however, items 32, 13, 26, 11, 19, 20, 29, 31, 14 and 8 ranked 13th to 22nd. This outcome shows that teachers of English language in Ilorin, make use of these resources averagely during the teaching/learning of English language in primary schools. Nine out of these items that were averagely used by teachers fell under non-human resources. This means that English language teachers of primary schools in Ilorin, Kwara State made use of non-human resources averagely than they use human resources. These outcomes generally meant that teachers tended not to use human resources as they hardly or never employ them in the teaching of English language.

Ho1: Teachers' gender does not significantly influence the availability and use of resources.

Table 3: The Difference in English Teachers' Use of Instructional Resources /Materials for Teaching English language based on Gender

Variables	N	Mean	SD	df	Calculated t-value	Critical t-value	Decision
Male	45	87.76	22.09	98	0.044	0.565	Ho ₁
Female	55	87.57	21.41				Accepted

Significance at 0.05

Table 3 shows that the calculated value of 0.044 is less than the table value of 0.565 at 0.05 alpha level. Since the calculated value is less than the critical table value, therefore the null hypothesis is accepted. This implies that there was no significant difference in male and female English teachers' use of instruction resources /materials for teaching English Language.

Ho2: School location does not have any significant influence on the availability and use of resource

Table 4: The Difference in English Teachers' Use of Instructional Resources for Teaching English Language based on Location.

Variables	N	Mean	SD	df	Calculated t-value	Critical t-value	Decision
Urban	80	87.30	21.99	98	0.320	0.128	Ho ₂ Accepted
Rural	20	89.05	20.52				

Significance at 0.05

Table 4 above shows that the calculated value of 0.322 is less than the table value of 0.128 at 0.05 alpha level. Since the calculated value is less than the critical value, therefore the null hypothesis is accepted. This means that there was no significant difference in urban and rural English teachers' use of instructional resources /materials for teaching English Language.

Ho3: There is no significant influence on the availability and use of research based on school type.

Table 5: The Difference in English Teachers' Use of Instructional Resources for Teaching English Language based on School Type.

Variables	N	Mean	SD	df	Calculated t-value	Critical t-value	Decision
Public	63	88.56	20.85	98	0.545	0.081	Ho ₃ Accepted
Private	37	86.11	23.07				

Significance at 0.05

Table 5 above shows that the calculated value of 0.545 is less than the table value of 0.81 at 0.05 alpha level. Since the calculated value is less than the critical table value, the null hypothesis is, therefore accepted. This implies that there was no significant difference in the use of instructional resources/materials for teaching English Language by English Language teachers of government-owned and private-owned schools.

Discussion

This study was based on the availability and use of instructional resources for teaching English in Ilorin. It was gathered from the study that non-human resources are not available in many schools and when they are available teachers don't use them. Teachers do not understand how to use human resources despite their availability as observed by virtually all the sampled teachers. Invariably, teachers use little of resources, especially the non-human in the teaching of English. This could be the reason behind students' poor performance in senior school certificate examination. This was agreed with by Abiola (2012) and AbdulRahman (2014) who observed that the performance of students in English is majorly pedagogical problem on the parts of the teachers. Many teachers, according to Areo (2012) and Emielu (2013), accepted teaching as a last resort and due to poor remuneration they tend to look for greener pastures. Consequently, they neglect their duties and ignore further studies on their pedagogical improvement.

In terms of gender, this study showed that the use of resources is not influenced by whether the teacher is a male or female. Scholars agreed that men and women are of equal capabilities. Therefore, they are both expected of the same level of expertise in the use of instructional resources. It was, however, discovered in this study, that both male and female teachers use only non-human resources to the neglect of human resources.

Again, this study showed that location of a school does not influence the use of resources. Rather, it is the level of training and acquired skills of the individual teacher that determine the use of resources. It was discovered, however, that generally teachers from both the rural and urban areas are interested in the use of non-human resources as they seldom or never use human resources, although the resources are more accessible in urban areas than in the rural areas. The findings of this study upheld Abiola's (2012) report, that the use of instructional resources solely rests on the individual teacher who has the skills and knowledge of using them and that learners learn when they are fully involved rather than the location of the learning process. This is however, contrary to Abdullahi's (2000) opinion, that students/pupils in the urban areas usually outstrip those from the rural areas.

The findings on whether being a private or public school teacher influences the use of instructional resources indicated that teachers from both schools are the same as they both ignore the use of human resources. This is however, contrary to Adeogun (2001)'s view that private schools have instructional resources than the public and that; this is why the private schools students perform better than their public schools counterparts. The study showed that regardless of who controls the school (government or private individual), and whether private schools are adequately stocked with resources than the public schools or not, what matters is the effective utilization of these resources by the teachers. It is when available resources are properly utilized that the desired goal of teaching can be achieved.

Conclusion

This study revealed that all the hypothetical variables of gender, school location and school type do not have any significant influence on teachers' use of instructional resources. This means that students' good or poor performance in English in Ilorin is not influenced by any of the variables. This study concluded that lack of requisite skills and enthusiasm is the rationale behind the teachers' inappropriate use of instructional resources in the teaching of English.

Recommendations

Going by the findings of this study, the following recommendations are made to these stakeholders: teachers of English, education planners and policy makers towards improving the use of instructional resources in teaching English Language especially at the primary school being the foundation.

1. **Teachers:** It is recommended that teachers of English should endeavour to always use the various instructional resources during their teaching. They should also change their attitude towards effective use of the various resources and not only the non-human. They are also advised to read current and relevant literatures, attend seminars, workshops towards improving themselves. This will make teaching/learning a wonderful experience.
2. **Education Planners:** Education planners are advised to know the different kinds of instructional resources to plan for. They are also advised to organise training and re-training especially on the use of instructional resources.
3. **Policy Makers:** It is recommended that policy makers should encourage teachers and stimulate their interest towards effective use of instructional resources by ensuring good remuneration for teachers of English. They should also ensure the availability of these instructional resources for effective use.

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