**THE INFLUENCE OF MODERN INSTRUCTONAL MATERIALS IN TEACHING AND LEARNING OF THE ENGLISH LANGUAGE IN JUNIOR SECONDARY SCHOOLS IN EBONYI LOCAL GOVERNMENT AREA OF EBONYI STATE.**

**BY**

**NWANGBO EMEKA**

**U16/EDU/ELS/039**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION**

**FACULTY OF EDUCATION,**

**GODFREY OKOYE UNIVERSITY**

**JULY, 2018.**

**TITLE PAGE**

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**A PROJECT SUBMITTED TO**

**THE DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION**

**FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS EDUCATION**

**(B. A. Ed)**

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**APPROVAL PAGE**

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**DEDICATION**

This work is dedicated to Almighty God for His grace and mercies that saw me through this academic pursuit, and also to all educators who worked hard to bring out the best in the Nigerian child to make our society a better place to live in future.

**ACKNOWLEDGEMENTS**

My greatest thanks go to Almighty God for crowing this study with success.

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I will not forget to say a very big thanks to all my friends and well wishers including the typist for their efforts towards the successful completion of this research work.

My prayer for them is that God Almighty will continue to be with them in all their endeavours in Jesus name. Amen.

**ABSTRACT**

The topic of research was the influence of modern instructional materials in teaching and learning of the English language in junior Secondary schools in Ebongi Local Government Area of Ebonyi State. Three research questions were constructed to guide the study. Literature was reviewed under four major sub-headings, namely; conceptual framework, theoretical framework, review of empirical studies, and summary of literature review. The study adopted descriptive survey research design. The population of the study was (326) of the junior principals and the teachers in junior secondary schools. The sample size was (150) respondents randomly selected from the population. The questionnaire was validated by two experts in Measurement and Evaluated and my project supervisor. To ensure the reliability of the items, the questionnaire was tested, and re-tested to the same respondents within the interval of two weeks. The instrument for data collection was four points scale questionnaire. The data collected was analysed using simple percentage. The findings of the study was that modern instructional materials influence the junior secondary school students by motivating their interest to learn, increasing the students’ regularity in classroom, and encourages learners’ active participation in teaching and learning situation. It was also found that why teachers may not use modern instructional materials was that they lack it in junior secondary schools, they also lack technical know-how. Unsteady power supply and high cost of fuel price may also affects the use of modern materials in teaching English. It was also found, that through government provision, societal donations, and individuals or parental provision are some of the possible ways in which junior secondary schools may acquire modern instructional materials. Based on the findings, recommendations was made which include: that government should organize workshops and seminars to train the teachers on how to use modern instructional materials, government, parents and the society where schools are established should try their possible best to make sure that they provide modern instructional materials for the junior secondary schools.

**TABLE OF CONTENT**

TITLE PAGE i

APPROVAL PAGE ii

DEDICATION iii

ACKNOWLEDGEMENT iv

ABSTRACT v

TABLE OF CONTENT vi

**CHAPTER ONE:** INTRODUCTION

Background to the Study 1

Statement of the Problem 5

Purpose of the study 6

Research Questions 7

Significance of the Study 7

Scope of the Study 8

**CHAPTER TWO:** LITERATURE REVIEW

Literature Review 9

Conceptual Framework 9

Definition of terms 10

Concept of modern instructional materials 11

Types of instructional materials 12

Advantages of modern instructional materials 15

Problems encountered in the use of modern instructional materials 17

Solution to the problems encountered in the use of modern instructional materials 19

The roles of teachers in the effective selection and utilization of

modern instructional materials 20

Evaluation of modern instructional materials 21

Theoretical Framework 22

Empirical Studies 26

Summary of Literature Review 28

**CHAPTER THREE:** RESEARCH METHODO

Research Design 30

Area of the Study 30

Population of Study 31

Sample and Sampling Techniques 31

Instrument of Data Collection 32

Validity of Instrument 32

Reliability of Instrument 33

Method of Data Collection 33

Method of Data Analysis 33

Decision Rule 34

**CHAPTER FOUR:** PRESENTATION AND ANALYSIS OF DATA

Presentation and Analysis of Data 35

**CHAPTER FIVE:** DISCUSSION, CONCLUSION,

RECOMMENDATION AND SUMMARY

Discussion of Findings 39

Conclusion of the Findings 43

Educational Implication of the Study 44

Limitations of the Study 45

Recommendations 45

Suggestion for Further Study 46

Summary of the Study 46

Bibliography 48

Appendix 50

Questionnaire 51

**CHAPTER ONE**

**INTRODUCTION**

**Background of the Study**

Research has made it obviously known among educators that the educational experiences involving the learner actively participating with concrete examples are retained longer than abstract experiences. Instructional materials add elements of reality by providing concrete examples for learning. Many authors have written on the use of instructional materials in teaching the English Language in order to enhance teaching for desired social and behavioural changes. Kochar [2007] opined that the use of modern instructional materials like phones, projectors and other related devices promote learners active participation and reduces boredom during teaching and learning of the English language.

Furthermore, other authors like Okafor (2006), Mkpa (2009), Agwunokobue (2005), Nzewunwa (2008), Adeleke (2008), and many more emphasized that the use of instructional materials is a sine qua non in affecting behaviour of learners of every field, especially the English Language. It was equally shown by some of the authors that these materials are important catalysts of social reengineering and change. It is obvious that the English language teaching and learning cannot be well accomplished without the use of instructional materials especially the modern instructional materials. The reason is not farfetched. Advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching and learning situation positively. Such technology or technological breakthrough as network and non networked projected and non projected, visual and auditory, audio-visual electronic materials are important landmarks in knowledge transfer. With them both teaching and learning become very interesting and pleasant experiences.

Moreover, Instructional materials pose some inherent advantages that make them unique in the English language teaching. For one thing, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and references, the learners’ interest and curiosity are increasingly stimulated. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. They generally make teaching and learning easier and less stressful. They are equally indispensible catalysts of social and intellectual development of the learners.

However, Bolick (2010) pointed out good relationship between the teachings of the English language and using of modern instructional materials. He argued that while some educators have been fascinated by the potentials of modern instructional materials is to enhance teaching and learning, teachers lacked in using modern instructional materials during teaching and learning. Ene (2015) opined that modern Instructional materials are integral components of teaching and learning situation. It is not just to supplement learning but to complement its process.

Modern instructional materials so to speak, are made up of objects such as printed materials, audio, audio-visuals that aid in the successful delivery of the English language lesson (Chuba 2006 page 75). To this end, instructional materials are said to be objects or things the teachers can use in the classroom while teaching in order to ease off the classroom activities. However, instructional materials cannot address all the teaching learning problems but it can go a long way in solving them, simply because they are additional apparatus that can influence the reality of teaching and learning activities.

JOffi (2010 page 86) explained that, the concept of teaching aids has gone through several evolutionary stages from the simple aids, instructional technology. This however, tells us that instructional materials are not just objects or equipments used during teaching learning process but those objects improvised by the teacher to make conceptual abstraction more concrete and practical to the learners.

Notwithstanding, Modern instructional materials are the relevant materials utilized by a teacher during the English language instructional process for the purpose of making the contents of the instruction more practical and less vague. Instructional materials are indispensable factors of any teaching learning process. Ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serve as a channel through which message, information, ideas and knowledge are disseminated more easily. They can therefore be manipulated, seen, heard, felt or talked about. They facilitate activities. They are among things or anybody the teacher turns to for help in his teaching process.

Meanwhile, instructional materials group the learners’ intellect and eliminate boredom. Some of the unique qualities of instructional materials is speedy learning and accuracy. It makes the work easier, more appealing, accurate, neater and boosting for clarity of the English language concept. If the English language is to be learnt effectively, it must be experienced. One of the biggest draw back in the use of instructional materials is inadequate supply of instructional materials.

Therefore, teaching of the English language in respect to its scope and nature, which is multidimensional, integrative and dynamic, cannot effectively take effect without the use of instructional materials. The teaching of the English language contents must focus not only on making teachers competent at using instructional materials, but at the same time, promote strategies that enables the integration of instructional materials that enhance teaching and learning of English language goals and objectives.

Furthermore, instructional materials as an act of giving help normally by teachers to provide help and encouragement in students’ activities. Mkpa [2009] further described instructional materials as a tool which can easily be used by a teacher to correct wrong impressions and to illustrate things that learners cannot forget. The major aim of using instructional materials in the English language is to achieve excellent result.

**Statement of the Problem**

The relevance of the English language in one’s educational pursuit cannot be overemphasized. It is obvious that no matter the subject that students are learning in junior secondary schools, be it Social Studies, Basic Science, Civic Education, Home Economics, Mathematics, etc; they ought to have a sound knowledge of the English language, both in spoken and written form.

But the English language subject is lacking instructional materials that will enhance the understanding of its learners. This lack of materials for effective teaching of the English language may be one of the reasons why most of the students in junior secondary schools do not have much interest in the English language subject.

The difficulty in creating mental pictures of the English Language lessons in the cognitive domain of the learners may be the cause of junior students’ hatred on their English language teachers. This hatred may results in failing the English language subject in both internal and external examinations.

It is on this ground that modern instructional materials may become necessary for solving the above stated problems. This is because modern materials serve as a platform where the learners of English can interact with the learning materials, which could be an auditory devices, visual devices or audio-visual devices. Modern instructional materials affirm the saying that “what we hear, we know but what we see, we remember.”

**Purpose of the study**

The main purpose of this research is to uncover the influence of modern instructional materials in teaching and learning of the English language in junior secondary schools in Ebonyi local government area of Ebony state.

* To identify the ways in which modern instructional materials may influence teaching and learning of the English language in junior secondary schools.
* to identify the major reasons why teachers may not use modern instructional materials in teaching the English language in junior secondary schools,
* To identify the possible ways in which junior secondary schools may acquire modern instructional materials.

**Research Questions**

* What are the ways in which modern instructional materials may influence the performance of junior secondary school students in the English language subject?
* What are the major reasons why teachers may not use modern instructional materials when teaching the English language in junior secondary schools?
* What are the possible ways of acquiring modern instructional materials in junior secondary schools?

**Significance of the Study**

This research work is of great importance, not only to the junior secondary school teachers but also to the teachers as a whole. This is because it creates awareness to them on the need of using modern instructional materials especially the audio and audio- visual materials in teaching and learning situations. Furthermore, this research work is also important to the Government and the proprietors of private schools. This is because it encourages them to provide modern instructional materials for the teachers and students in their various schools.

Notwithstanding, this research enlightened school managements on the need to provide in-service training and learning process. It also prompts government to organize seminars and workshops to teach teachers how to use modern materials in teaching and learning process.

Finally, this research work will be of great value to other researchers who may be caring out their research on the similar topics. This may be possible because it will serve as one of their research materials.

**Scope of the Study**

This research work covers ten randomly selected junior secondary schools in Ebonyi Local Government Area of Ebonyi State.

The result obtained from the analysis of data collected from the schools will be taken as a reflection of the prevailing conditions in all the junior secondary schools in Ebonyi Local Government area of Ebonyi State in General.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

Related literature of this research work will be organized under the following sub-headings:

* Conceptual framework
* Concept of instructional materials
* Types of instructional materials
* Advantages of modern instructional materials in teaching and learning of the English language.
* Problems encountered in the use of modern instructional materials in teaching and learning of English Language.
* Solutions to the problems encountered in the use of modern instructional materials in teaching and learning of the English language.
* The roles of teacher in the effective selection and utilization of modern instructional materials
* Evaluation of modern instructional materials
* Theoretical framework of analysis
* Empirical studies
* Summary of literature review

D**efinition of Terms**

This section indicates the meaning of words according to its usage in this research work:

1. Audio-visual materials: These refer to educational materials directed

on both the senses of hearing and the sense of sight e.g. films.

1. Auditory materials: These refer to educational materials directed

on the senses of hearing only e.g. tape recorder.

1. Boredom: Boredom here means the state of being

bored.

1. Fascinate: Fascinate here means to bind in search of

what caused the existence of something.

1. Indispensable catalysts: This phrase here stands for inseparable, two

things that cannot be separated.

1. Improvise: To make something up or invent it as one

goes on; to proceed guided only by imagination, instinct and guess work rather than by a careful plan.

1. Sine qua non: An essential or indispensable element,

condition, or ingredient.

1. Visual materials: These are the educational materials (aids)

that are directed to the sense of sight only.

**Concept of Modern Instructional Materials**

Modern Instructional materials refer to the human and non-human materials and facilities that can be used to ease, encourage, improve and promote teaching and learning activities. They are whatever materials used in the process of instruction. It indicates a systematic way of designing, carrying out and employing the total process of learning and communication and employing human and non-human resources to bring out a more meaningful and effective learning outcome.

Modern Instructional materials enhance the teaching and learning process by exhibiting information necessary to acquire knowledge and skills.

Research has proved beyond questions that learning is more effective when as many serve as possible are used and of all the serves sight is powerful. The need, therefore to present information to students visually as well as verbally is now generally accepted.

Educational technology cannot be ruled out and an instructional innovation. According to Brain Braion (2008) “The gradual shift towards the use of instructional materials in education has been encouraged by the increased availability of effective appropriate and convenient materials, devices, machines and classroom facilities designed for improving instruction. Throughout history, media and technology for learning have influenced education.

Recently, the computer has invaded instructional setting such bills offer learning process.

**Types of Instructional Materials**

There are three basic types of instructional materials, concrete objects, including objects from the world of nature, representations of concrete objects and phenomena, and descriptions of such objects and phenomena by means of the signs, words and sentences of national and artificial language.

**The first type** of modern instructional materials include such objects and phenomena as mineral rocks, raw materials, semi finished and finished manufactured articles and plant and animals specimens,. Among these materials are reagents and apparatus for producing chemical and other reactions for demonstrating and studying such reactions during laboratory sessions. Also, included for students’ expeditions and other travel, as well as supplies, instruments and equipment for producing training and for courses in drafting and the representational arts. Among such supplies instrument and equipment are: wood, metal, plastic and glass objects, measuring and monitoring instruments and equipment, equipment for the assembling and finishing of various products and machine tools.

**The second type** of modern educational materials, (instructional materials) is the representations of actual materials (casting, globes, and experimental models) two dimensional materials (charts, pictures, photographs, maps, diagrams and drawings) and audiovisual materials (motion pictures, film clips, film strips, slide sequences, diapositives, transparencies, tape recordings, radio and television broadcasts). Audiovisual materials including the resources of films, radio and television, help acquaint students with the achievements of modern science, technology, industry and culture and with phenomena that are inaccessible to direct observation. Audiovisual materials also acquaint students with early periods of history and with distant places in the world and in space. Such materials elucidate natural and social phenomena and enable students to study the inner world of matter and the internal motion of waves, elementary particles, atoms, molecules and living cells.

**The third type** of modern instructional materials are the written descriptions, includes scientific scholarly references and methodological teaching aids, as well as textbooks, books of problems and exercise books for recording scientific observations, laboratory manuals for production training and programmed textbooks.

Another type of modern instructional materials is technological instructional media. Among these are equipment for the transmission and assimilation of information recorded on film or on phonograph recordings: film projectors, tape recorders, phonographs and television sets.

Monitoring devices include punched cards and various types of automatic apparatus. Teaching machines include language laboratory machines, closed-circuit television systems, and computers. Instructional materials are made to comply with functional, biotechnological, aesthetic, economic, safety and hygienic requirements. The most effective use of educational equipment is achieved by means of centralized study facilities.

**Advantages of modern instructional materials in teaching and learning of the English language**

The researcher traced the advantages of using modern materials as seen below in this section:

1. **Immediate feedback**: The immediate feedback provided by modern instructional materials interactive terminals keeps students interacting and eager to keep trying.
2. **Active participation:** Even the slow learners are obliged to participate actively in teaching and learning process when using modern instructional materials. They often remain passive in their lessons.
3. **No annoyance:** Modern instructional materials like computers always wait patiently for an answer and do not express annoyance with wrong responses.
4. **Graphics facility:** Interactive graphics make it possible to sample many more illustration that could easily be known in a textbook.
5. **Enrichment of course:** The novel technique provides enrichment of course through added variety.
6. Moderninstructional materials keep in mind a child’s exposure to video games, ipads and smart phones, it is not surprising that as a student the child takes to technological teaching tools like the proverbial duck to water.
7. Teaching and learning are both made more enjoyable through modern teaching aids of the technological kind. Children do tend to be more attentive as the audio-visual aids makes them engrossed in what is being taught.
8. Devices like touch-screen gadgets make learning more accessible and helps a child to understand a subject as complex as a Shakespearean play easy to understand; thanks to the summaries of such subjects provided by the device’s apps.
9. What we hear we know but what we see we remember; individuals are prone to forgetfulness and hold on more to memories of things they have seen than heard. When an audio-visual aid is correctly used, it will help in retention of the acquired knowledge.
10. Images last long in the mind, when a learner correctly sees, hears and touches a knowledge he can himself put the pieces together and get the picture even without the teacher speaking.
11. Modern instructional materials reduce the workload of explanation on the teacher and give a more permanent knowledge. It provides a more direct experience for the students. A student may have seen an object without knowing its name or use. The teacher will teach on that same subject but they just would not get it, that is where the aid comes in to remind them and you will hear things like “okay”.
12. Modern instructional materials provide for the teacher the tools to carryout creativity in the minds of the learners.

**Problems encountered in the use of modern instructional materials in teaching and learning of the English language in junior secondary schools**

Here are some problems militating against the use of modern instructional materials in our secondary schools today:

1. The modern technological teaching aids, which are used in the classroom today, are barrier to student-teacher interactions. Learning, like these aids, are not automated. Quite often, clarity can be lost and essential details overlooked while explaining a topic with a technological teaching aid.
2. The biggest drawback to the use of modern teaching aids is the investment costs. These costs can be really not a question of simply setting up the equipment needs to be maintained. Quite often, the budget for such teaching aids can overshoot the mark. This has repercussions, with school fees been liked to astronomical proportions. Moreover, in the case needs to be constantly upgraded.
3. It requires learning how to use the teaching aids properly and effectively. Not all teachers can grasp technology very quickly so this involves a need to train them first. Both the hardware and software industry is developing at a furious pace. In the blink of an eye, software can become redundant as a new one takes over or some hardware’s feature can become more sophisticated. Hence the need to also constantly train teachers to understand new developments of teaching aids.
4. One also tends to forget teaching aids used generally may be ineffective for children with special learning needs. It is important to have unique teaching aids for autistic children, those who are slow like. Such children often get left out of the enjoyable process of learning because they may not be able to quickly grasp what is being taught.
5. Finally, for schools to download and use direct internet teaching software there is the constant threat of what affects anything in i.e. space: viruses and hackers. Also, when giving access to the internet to school children to encourage them to do research, it is essential to teaching them cyber security and monitor the sites they visit.

**Solution to the problems encountered in the use of modern instructional materials in teaching and learning of the English language in junior secondary schools.**

1. Teachers should be trained on the correct usage of modern instructional materials in teaching the English language in secondary schools.
2. Secondary schools authorities/managers should sensitize the teachers on the need and importance of using modern instructional material while teaching. They should do this by organizing seminars and workshops for the secondary school teachers.
3. Government should make provision for the necessary modern materials in different secondary schools so as to solve the problem of lack of modern instructional materials in the different schools.
4. Secondary school authorities/managements should take appropriate care of the different instructional materials available in their schools and as well find way of providing some of them that are not available in their schools.
5. Parents should provide some modern materials that will enhance learning of their children like smart phone, ipads, laptop and textbooks.
6. Students should take appropriate care of the modern instructional materials made available for them whether by government, school authority or by their parents.

**The roles of teachers in the effective selection and utilization of modern instructional materials in teaching and learning of the English language**

Teachers are to recognize that the days are gone when only the textbooks and chalkboards were the only way out. This current period [21st century] is the period of learning by doing. The child’s entire senses need to be stimulated for effective education of the entire children. The importance of instructional materials in teaching of all school subjects and the English language in particular cannot be over emphasized.

As a result, a good and hard working teacher should not be in a hurry to provide instructional materials for his lessons. The most important thing is to have a clear knowledge of how to prepare and use the instructional materials required for any lesson. This will enable the teacher apply the aids effectively and achieve the objectives of his lesson.

**Evaluation of modern Instructional Materials**

Evaluation plays a very important part in our everyday life activities. As a matter of fact we are always involved in one way or the other in the process of evaluation. For instance a lady who bought a new necklace obviously carried out an evaluation procedure before embarking on the purchase. Even after this before she goes out with the particular one, she evaluates how it matches her among others she put on. Thus she goes to her standing mirror to ensure the propriety and beauty of the adornments. Again she takes stock to find out how many of her dresses the necklace gives beautiful combinations. As she moves along with the necklace, she notes people’s favourable comments. She also records the number of people who come to borrow the necklace from her.

Evaluation of instructional materials according to Drakwane (2006) simply implies “choosing between available alternatives and making a decision about what type of materials that are mostly suitable and can be utilized for effective teaching and learning of a particular lesson in the classroom. This implies that evaluation of instructional materials can mean the consideration the teacher make while figuring out how a particular instructional material can be effectively applied, or used in a classroom.

**Theoretical Framework of Analysis**

**Cognitive flexibility theory**

This study is anchored on the cognitive flexibility theory of teaching and learning which relies upon the idea that learners must not only be able to manipulate the means by which knowledge and contents are being represented, but also the process that are in-charge of operating those representations. The main principles of the cognitive flexibility theory are:

1. **Knowledge is “content-dependent:** This implies that knowledge cannot be perceived out of content. It is the content that allows learners to see any possible relationships between various components of the subject matter presented. In addition, learning activities in any educational setting should be able to provide several different representations of the same instructional materials in different contexts. Practically speaking, the cognitive flexibility theory suggests that by doing so, learners have the opportunity to better understand the specific concept or idea because its practical application is clear to them. This is very important, especially for adult who usually want to know not only what (that is new information), but also why they learn something as well as how to apply it in real life situations.

With respect to the English language subject design, this would signify an instructional design in which for each one of the learning objectives is to be mastered, learners should be provided with several examples and online activities, as the cognitive flexibility theory claims that learners’ multiple exposure to the same concept in different context facilitates the learning process.

Furthermore, offering many different ways to represent the same concepts or the English language content is of extreme value to learners and this could be translated to an instructional materials and design that makes extensive use of multimedia, giving learners enough opportunities to get exposed to the same concepts, though not the same time would accommodate to all learning preferences and could motivate learners by offering them variety in learning the English language subject. Repetition would facilitate the process of mastering the subject matter, as increased exposure and practice would definitely have positive effects on learners.

1. **Knowledge cannot be oversimplified:** Modern instructional materials to be used, must not oversimplify a topic neither in terms of content, nor in terms of structure. Simply stated knowledge can not be reduced to its basics. With respect to modern instructional design for the English language learning, this content should be challenging enough in order to engage the learners in the learning process. Oversimplification of concepts gives adult learners a sense that they already know the English language learning materials and therefore, they may consider the specific learning course as a waste of time. In terms of structure, problems should be presented to students in a more complex and involving structures rather than linear or simplified ones. Therefore, it is better for instructional designers to provide learners with opportunities to make their own connections between concepts and principles that are being explored, even if these concepts may be of high complexity.
2. **Knowledge is constructed:** The instruction that takes place should be case based where there is an emphasis on the construction of knowledge rather than on how it is transmitted to learners. The cognitive flexibility theory follows a constructivist approach to learning, according to which learners are actively engaged in the learning process and they are responsible for their own learning. This principle is particularly applicable to the English language course design, as it takes advantage of learners free navigation in the learning environment through the use of hyperlinks, and gives them the opportunity to explore the English language learning content and learn through multiple case studies and real-life interactive scenarios that expose them to how a particular concept or idea can be applied in different real world settings.
3. **Knowledge is interconnected:** In order for a learner to group what is being taught, the knowledge sources that are used should be interconnected rather than separated and compartmentalized. In other words, this means that knowledge should never be isolated from what learners already know, far from previous experience. Applied to the English language subject design, instructional designers need to take into account learners’ previous knowledge on the subject and try to find ways to connect the new piece of information presented to learners’ current frame of reference. A quick and easy tip to do this is by presenting a brief summary of prerequisite knowledge before presenting new information. This may serve two ways. First, it remind learners’ what they may already know, but they may not remember; second, this summary may make some learners realize that it might be better for them to acquire prerequisite knowledge first, before attending the specific learning module. By providing the corresponding links in the summary section, for those who need them, instructional materials and designers guarantee the effectiveness of English language course or subject.

The summary of the theory is that the foundation of the cognitive flexibility theory is that learners are better able to acquire and retain knowledge if they are encouraged to develop their own representation of it. By following the principles and corresponding of the English language learning strategies mentioned above, instructional designers and materials give learners the opportunity to absorb information in a manner that better suits their personal needs, increasing the effectiveness of their English language subjects.

**Empirical Study**

The empirical study of this work is based on Grace’s (2011) research conducted on teaching aids and its value in Educational achievement of students in Okigwe Local Government Area of Imo state. The study was to find out if teaching aids help in the improvement of students’ performance in academic. The four likert type of questionnaire was used. The population of her study was 3,000 and the sample size of 320 was used. The sample size was randomly selected from 16 secondary schools by using factor analysis to test the hypotheses. The findings of the study reveal teaching aids enhance the academic performance of students.

Emmanuel and Sunday (2016) carried out research on instructional technology and its influence on education of secondary school students in Enugu East Local government Area of Enugu State. The main objective of the study was to uncover the roles of instructional technology towards the academic achievement of the senior secondary school students in Enugu East Local Government Area of Enugu State. The population of the study was 3452. The sample size was 268 randomly selected from the population. The researchers adopted survey design in the cause of their study. The data was collected through the four-structured questionnaire which was administered to the respondents. The findings of the study showed that instructional technology motivates the interest of the students in learning situation.

The researcher discovered that despite the rigorous studies carried out by other scholars, the issue of instructional materials has not been fully exhausted. This is because the scholars have not said anything on the influence of modern instructional materials in teaching and learning of the English language in junior secondary schools.

Olatimyo (2007) opined, “The values of instructional materials include the development of skills and enlargement of the range of possible experience which a child can gain”. This implies that the use of instructional materials add useful variety to the English language lesson. That monotony can be a powerful determent to learning with the use of aid, thus situation will not arise in support of instructional materials affecting to the sensory organs.

Furthermore, intelligence is not only something you care born with but it is also learned. Moreover, instructional materials are to increase powers of communications, enhance learning to the extent that they enable the teachers increase association and relations that stimulate learners interest to learn, make descriptions and help to consolidate what is learned.

**Summary of Literature Review**

From the review of the related literature, it is clear that instructional materials are human and non-human materials and facilitates that can be used to ease, encourage, improve and promote teaching and learning activities. Still in literature review, the researcher found different kinds of modern instructional materials that can be used in teaching the English language and he grouped them into three, which include raw materials, audio-visual materials, motion picture and written description materials.

Modern Instructional materials are pivotal aids in teaching learning situations and it help in concretizing the abstract concept in the mind of the learners. However, teachers should Endeavour not to abuse the use of modern instructional materials by using it wrongly, and that is why the researcher of this work deemed it necessary to cover/highlight the roles of a teacher in the effective selection of modern materials that can suit a particular topic in a given period. In the theoretical framework of analysis, the researcher used cognitive flexibility theory in relation to instructional design and selection theory by Robert M. Gamgne while in empirical study he used Olatimiyo (2007).

Finally, no matter the type/kind of instructional materials used, it must be a complementary tool to teaching and not a replacement of it. Moreover, no two students are alike. Each student has his/her own learning abilities and a teacher’s personal touch goes a long way in making students comfortable in the learning process.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter described the procedure that was adopted in the process of the study under these sub-headings: design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of instrument, method of data collection and method of data analysis.

**Research Design/Design of the Study**

The descriptive survey research design was adopted in this study. According to Button (2010), a survey design is use to access and predict the views, reactions or standings of a large number of people on a limited topic like the influence of modern instructional materials in teaching and learning of the English language in junior secondary schools. Under survey design, the researcher developed a list of questions and presented them in a standard way to each participant typically using questionnaire.

**Area of the Study**

The area of the study was public junior secondary schools in Ebonyi Local Government Area of Ebonyi State. Ebonyi local government area has its headquarter at Ugbodo near Nwofe Agbaja town. It has area of 364km2, and a population of 390, 681 according to 2006 census. Ebonyi local government has a total of sixteen (16) public junior secondary schools out of which ten (10) were randomly selected for this study, Ebonyi local government has a total of about 4,307 students presently.

**Population of the Study**

The target population for this study is 326 which comprise teachers and principals from the ten randomly selected junior secondary schools in Ebonyi local government area of Ebonyi state. This study collected both the opinions of teachers and principals, due to the fact that teachers are the one that use modern instructional materials in teaching situations. The principals are the ones that do make sure that modern instructional materials are been made available in their different schools.

**Sample and Sampling Techniques**

The researcher used simple random sampling technique in deciding the particular schools to be investigated. Ten schools out of sixteen junior secondary schools in Ebonyi local government area of Ebonyi state were investigated. Fourteen teachers and a principal were chosen from the ten selected junior secondary schools. These gave the total sample size of 150 respondents for this study.

**Instrument for data collection**

The researcher made use of a structured four points scale questionnaire in gathering the necessary data suitable for this research work. The questionnaire was made up of two sections; “A” was on the bio data of the respondents while section “B” was made up of nine (9) items. The questionnaire was collected by the researcher immediately after the respondents finished answering the items on it.

**Validity of instrument**

The instrument for the study was subjected to face and content validity by two experts in Measurement and Evaluation, and also by my supervisor for proper scrutiny.

The instrument was critically looked at and corrected. Based on the corrections made by the experts and my supervisor, additions and subtractions were effected before the final draft of the instrument.

**Reliability of instrument**

To ascertain the internal consistency of the instrument, the researcher adopted a test-re-test reliability technique. One hundred and fifty (150) copies of the questionnaire were administered to junior secondary school teachers and principals in Ebonyi local government area of Ebonyi state in two different occasions within two weeks. The result showed the coefficient of (4.2).

**Method of Data Collection**

Personal visits were made to the ten (10) selected schools for the administration of the questionnaire. One hundred and fifty (150) copies were distributed to the selected teachers and principals. 150 completed copies were successfully collected back by the researcher of this work.

**Method of Data Analysis**

In analyzing data collected for this research work, the researcher used simple percentage. The questionnaire was designed using four Likert structure (four sets of choice response).

SA = Strong agreed 4points A = Agreed 3points

D = Strongly Disagreed 2points

SD = Disagreed 1point

**Decision Rule**

Strongly agreed and agreed was accepted while strongly disagree and disagreed was rejected.

**CHAPTER FOUR**

**PRESENTATION AND ANALYSIS OF DATA**

This chapter deals with the presentation and analysis of data obtained from the instrument (questionnaire) of the study. The data are arranged, following the order of the research questions that guided the study.

**Research question one**

1. What are the ways in which modern instructional materials may influence the performance of junior secondary school students in the English language subject?

Table 1: Percentage responses on the ways in which modern instructional materials may influence the performance of secondary school students in the English language subject.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item statements** | **Response** | | | | **Total** |
|  |  | **Agreed** | | **Disagreed** | |  |
|  |  | **SA** | **A** | **D** | **SD** |  |
| 1. | Modern instructional materials motivate the interest of students to learn. | 50  33% | 80  53% | 10  7% | 10  7% | 150  100% |
| 2. | It increases the regularity of student’s attendance in classroom. | 80  53% | 60  40% | -  - | 10  7% | 150  100% |
| 3. | It encourages learners ‘participation in teaching and learning situation. | 70  47% | 80  53% | -  - | -  - | 150  100% |
|  | Average number of respondents | 67 | 73 | 3 | 7 | 150 |
|  | Average percentage | 44% | 49% | 2% | 5% | 100% |

From the table one above, strongly agreed and agreed showed the total average respondents of 140 with the average percentage of 93%. While strongly disagreed and disagree showed the total average respondents of 10 respondents with the percentage of 7%.

**Research question two**

What are the major reasons why teachers may not use modern instructional materials when teaching the English language in junior secondary school?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item statements** | **Response** | | | | **Total** |
|  |  | **Agreed** | | **Disagreed** | |  |
|  |  | **SA** | **A** | **D** | **SD** |  |
| 1. | Junior secondary schools lack modern instructional materials in their schools. | 75  50% | 60  40% | 5  3% | 10  7% | 150  100% |
| 2. | Lack of technical know how on side of the teachers. | 70  47% | 65  43% | 7  5% | 8  5% | 150  100% |
| 3. | Unsteady power supply and high cost of fuel price. | 80  53% | 70  47% | -  - | -  - | 150  100% |
|  | Average number of respondents | 75 | 65 | 4 | 6 | 150 |
|  | Average percentage | 50% | 43% | 3% | 4% | 100% |

From the table two above strongly agreed and agreed showed the total average respondents of 140 with the percentage of 93%, while strongly disagreed and disagreed showed the total respondents of (10) ten with the average percentage of (7) seven.

**Research question three**

What are the possible ways of acquiring modern instructional materials in junior secondary schools?

Table 3: percentage responses to the possible ways of acquiring modern instructional materials in junior secondary schools.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item statements** | **Response** | | | | **Total** |
|  |  | **Agreed** | | **Disagreed** | |  |
|  |  | **SA** | **A** | **D** | **SD** |  |
| 1. | Modern instructional materials could be acquired in junior secondary schools through government provision. | 50  33% | 60  40% | 10  7% | 30  20% | 150  100% |
| 2. | Through societal donations to the schools. | 70  47% | 20  13 | 20  13% | 40  27% | 150  100% |
| 3. | Through individuals or parents’ provision of it to their children. | 80  53% | 70  47% | -  - | -  - | 150  100% |
|  | Average number of respondents | 67 | 50 | 10 | 23 | 150 |
|  | Average percentage | 44% | 33% | 7% | 16% | 100% |

From the table two above strongly agreed and agreed showed the total average respondents of 117 with the percentage of 77%, while strongly disagreed and disagreed showed the total respondents of 37 with the average percentage of 23%

**CHAPTER FIVE**

**DISCUSSION, CONCLUSION, RECOMMENDATION AND SUMMARY**

**Discussion of the findings**

This chapter contains a clear discussion of the results obtained through the administration of questionnaires.

However, this research work was to find out the influence of modern instructional materials in teaching and learning of the English language in Ebonyi Local Government Area of Eboinyi State. The information was tested and analysed using simple percentage.

The research questions were discussed in serial order as follows:

**Research question one**

1. What are the ways in which modern instructional materials may influence the performance of junior secondary schools students in the English language subject?

This was presented and analyzed in chapter four, table one.

Item one of the table shows that 50(33%) and 80 (53%) of the respondents strongly agreed and agreed respectively while 10 (7%) and 10 (7%) of the respondents strongly disagreed and disagreed respectively. This given the total respondents of 130 (86%) of the respondents agreed while 20 (14%) of the respondents disagreed. From the result gotten, it was accepted that modern instructional materials motivate the interest of students to learn.

Item two in table one shows that 80 (53%) and 60 (40%) of the respondents strongly agreed and agreed respectively while 10 (7%) of the respondents disagreed. This given the total respondents of 140 (93%) agreed while the total respondents of 10 (7%) disagreed.

The result showed that modern instructional materials increase the students’ regularity in the classroom.

Item three in table one shows that 70 (47%) and 80 (53%) of the respondents strongly agreed and agreed respectively. No respondent strongly disagreed and disagreed in this particular item. Thus, this shows that the total respondents of 150 (100%) agreed that modern instructional materials encourages learners’ participation in teaching and learning situation.

**Research question two**

**What are the major reasons why teachers may not use** modern instructional materials when teaching English language in junior secondary schools?

This was presented and analysed in chapter four table two.

Item one in table two showed that 75(50%) and 60 (40%) of the respondents strongly agreed and agreed respectively. While 5 (3%) and 10 (7%) strongly disagreed and disagreed respectively. Thus given the total respondents of 135 (90%) agreed while 15 (10%) of the respondents disagreed.

The result showed that lack of modern instructional materials is one of the reasons why teachers do not use it in junior secondary schools.

Item two in table two shows that 70 (47%) and 65 (43%) of the respondents strongly agreed and agreed respectively. While 7 (5%) and 8 (5%) of the respondents, strongly disagreed and disagreed respectively.

This given the total respondents of 136 (90%) agreed and 15 (10%) disagreed.

The result showed that lack of technical knowhow on the side of the teachers is also one of the reasons why teachers do not use modern instructional materials in teaching the English language in junior secondary schools.

Item three in table two shows that 80 (53%) and 70 (47%) strongly agreed and agreed respectively. No respondents disagreed with this item. This showed that the whole respondents of 150(100%) agreed that unsteady power supply and high cost of fuel price is also one of the reasons why teachers may not use modern instructional materials in junior secondary school.

**Research question three**

What are the possible ways of acquiring modern instructional materials in junior secondary school? This was presented and analysed in chapter four table three.

Item one of table three shows that 50 (33%) and 60 (40%) of the respondents, strongly agreed and agreed respectively while 10(7%) and 30(20%) strongly disagreed and disagreed respectively. Thus given the total respondents of 110 (73%) agreed while 40 (27%) disagreed. The result showed that modern instructional materials could be acquired through government provision.

Item two in table three shows that 70(47%) and 20 (13%) of the respondents strongly agreed and agreed respectively. While 20(13%) and 40(27%) of the respondents strongly disagreed and disagreed respectively. Thus given the total respondents of 90 (60%) agreed while 60 (40%) of the respondents disagreed.

The result showed that modern instructional materials can as well be acquired through societal donations to the schools.

Item three in table showed that 80(53%) and 70 (47%) of the respondents strongly agreed and agreed respectively. While no respondent disagreed with this item.

Thus given the total of the whole respondents of 150 (100%) agreed that modern instructional materials can be acquired through the individual or parents provision of it to their children.

**Conclusion of the Findings**

Based on the findings of the study, the following conclusions were drawn:

1. One of the conclusions is that modern instructional materials motivate the interests of the students to learn more and more.
2. Modern instructional materials increase the regularity of students’ attendance in class.
3. Modern instructional materials encourage learners’ participation in teaching and learning situations.
4. Lack of modern instructional materials is one of the reasons why teachers do not use modern instructional materials in junior secondary school.
5. Lack of technical know-how on the side of teachers is also one of the reasons why teachers do not use modern instructional materials in junior secondary schools.
6. Unsteady power supply and high cost fuel price can as well hinder the successful utilization of modern instructional materials in junior secondary school.
7. Government provision is one of the ways in which junior secondary schools can acquire modern instructional materials.
8. Modern instructional materials could be acquired through the donations made by the society where the schools are located.
9. Parents can as well make provision of modern instructional materials to their children so that they will be using it in their different schools for educational purposes.

**Educational implication of the study**

The findings of this study are of immense benefit to the school administrators, parents, students and government.

The findings of this study showed that the ways in which modern instructional materials influence performance of junior secondary school students in English language subject is that it motivates their interest towards learning situation, it makes them not to absent themselves from school, and it encourages learners participation in the classroom.

Summarily, the findings of this research remains evergreen in educational field, be it theoretical or practical terms. This is possible because it can be used to analyse the role the society is expecting an individual ot play after passing through schools at various levels.

**Limitations of the study**

The researcher had a number of limitations in the course of this study.

Firstly, the researcher faced the problems of financial constraints. The researcher had a limited amount of money to carry out the study very effectively.

Secondly, non-challant attitude of the respondents to the questionnaire; some of the respondents behaved as if they are to me, what salts is to the soup.

Thirdly, time, there was not enough time for me to carry out this research work, and as a matter of fact, the research battle with limited time available for this study.

Finally, the researcher also encountered the problem of materials to use in carrying out this work as expected.

**Recommendation**

In view of the findings of this study, the researcher puts forwards the following recommendations:

1. It was recommended that teachers should be trained on the proper use of modern instructional materials in teaching and learning situations.
2. Government should provide modern instructional materials in various junior secondary schools.
3. Parents should equally provide some the modern instructional materials like phones, laptops, ipads and many more for their children.
4. Society where schools are located should contribute or make donations in order to offer some of the modern instructional materials to their schools.
5. It was also recommended that the price of fuel should be reduced to ensure constant power supply in the schools.

**Suggestion for further study**

In view of the limitations of this study, the researcher suggested the following for further studies:

1. The impact of language laboratory in teaching and learning of the English language.
2. The effects of internet on the academic performance of secondary school students.
3. The impact of modern instructional materials in solving the problems of mother tongue interference in the second language learners of English.

**Summary of the study**

The focus of this study was on the influence of modern instructional materials in teaching and learning of the English language in Ebonyi Local Government Area of Ebonyi State. The study also examined the various ways in which junior secondary schools can acquire modern instructional materials. Three research questions guided the study.

Related literature was reviewed. The review showed among other things that some studies had been carried out on the English language-teaching situation, but no one has carried out on the influence of modern instructional materials in teaching and learning of the English language in junior and learning of the English language in Junior secondary schools in Ebonyi Local Government Area of Ebonyi State.

The findings of this study showed that modern instructional materials play a very vital role towards motivating the learners of the English language in junior secondary to learn. It was proved from the findings that modern instructional materials is a platform for the learners to interest with the learning materials, and by doing so, they understand on a particular learning content will be improved.

Finally, importance of modern instructional materials to teaching and learning of the English language cannot be over emphasized. This may be true because modern instructional materials affirm the saying that what we hear, we knpw but what we see, we remember.

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**APPENDIX I**

Department of Arts and Social Science Education

Godfrey Okoye University

Enugu

4th June, 2018.

Dear Respondents,

I am a final year student of Godfrey Okoye University caring out a research on the influence of modern instructional materials in teaching and learning of the English language in Junior secondary schools in Ebonyi Local Government Area of Ebonyi State.

The research is purely on academic exercise and any information given by you will be treated confidentially and will only be for the purpose of this study.

Please try to respond correctly to the items, as your co-operation will be highly appreciated.

Yours faithfully,

**Nwangbo Emeka**

**QUESTIONNAIRE**

**Section A**

Personal information

Name of your school:

Name of the respondent:

Educational qualification:

Instruction: Please Tick (√) good in the appropriate space provided for your answer.

Sex: Male [ ] female [ ]

Age: Below 20 [ ] 22-25 [ ] above 55 [ ]

Religion: Christianity [ ] Muslim [ ] others

Marital status: married [ ] single [ ] others section B

Questionnaire items

Key to the questionnaire

A = Agreed

SA = Strongly agreed

D = Disagreed

SD = Strongly disagreed

**Research question one**

1. What the ways do the modern instructional materials may influence the performance of junior secondary school students in the English language subject?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item statements** | **Response** | | | | **Total** |
|  |  | **Agreed** | | **Disagreed** | |  |
|  |  | **SA** | **A** | **SD** | **D** |  |
| 1 | modern instructional materials motivate the interest of students to learn |  |  |  |  |  |
| 2 | It increases the regularity of student’s attendance in classroom. |  |  |  |  |  |
| 3 | It encourages learners’ participation in teaching and learning situation. |  |  |  |  |  |

**Research question two**

What are the major reasons why teachers may not use modern instructional materials when teaching the English language in junior secondary school.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item statements** | **Response** | | | | **Total** |
|  |  | **Agreed** | | **Disagreed** | |  |
|  |  | **SA** | **A** | **SD** | **D** |  |
| 1 | Junior secondary schools lack modern instructional materials in their schools. |  |  |  |  |  |
| 2 | Lack of technical knowhow on the side of the teachers. |  |  |  |  |  |
| 3 | Unsteady power supply and high cost of fuel price. |  |  |  |  |  |

**Research question three**

What are the possible ways of acquiring instructional materials in junior secondary schools?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item statements** | **Response** | | | | **Total** |
|  |  | **Agreed** | | **Disagreed** | |  |
|  |  | **SA** | **A** | **SD** | **D** |  |
| 1 | Modern instructional materials could be acquired in junior secondary schools through government provision of it. |  |  |  |  |  |
| 2 | Through societal donations to the schools |  |  |  |  |  |
| 3 | Through individuals or parents’ provision of it to their children. |  |  |  |  |  |
|  | Average number of respondents |  |  |  |  |  |
|  | Average percentage |  |  |  |  |  |