

---

**Instructional Problems Associated with The Poor Performance in School Certificate  
English Language by Students**

**Ochagu Kaka A., PhD., Esther Amos, Eze Aji Eze, Ph.D**  
Cross River State College of Health Technology, Calabar, Nigeria

---

**Citation:** Ochagu Kaka A., Esther Amos, Eze Aji Eze (2022) Instructional Problems Associated with The Poor Performance in School Certificate English Language by Students, *International Journal of Health and Psychology Research*, Vol.10, No.2, pp.33-50

---

**ABSTRACT:** *Survey research design was employed in the study because it helps in collecting and analyzing data on issues as they exist. The study covered the nine (9) secondary schools in Enugu North Local Government Area, Enugu State. The population of the study comprises all the secondary school students in Enugu North Local Government Area, Enugu State. Five (5) schools were purposively selected out of (9) schools in the Area, of study using random sampling technique. The instrument used was questionnaire designed to elicit responses on the subject of study. Data collection was done personally by the researchers with help of three research assistant. Copies of the questionnaire were distributed and collected on the spot. This is to ensure adequate return rate. The data collected were analyzed using the chi-square statistical tool from the statistical package for social sciences.*

**KEYWORDS:** Instructional Problems, Poor Performance, School, Certificate, English Language, Students

---

## **INTRODUCTION**

Teaching is communication. In a good communication, there are three important aspects. These include the person giving the information, the message that is to be passed and the receivers. According to Wikipedia Encyclopedia, instructional refers to the practice of maximizing the effectiveness, efficiency and appeal of teaching and learning experiences. The process consists broadly of determining the current state and needs of the learner defining the end goal of instruction and creating some “intervention” to assist in the transition of knowledge. Instruction may be aimed at teaching learners problems solving skills, thinking and reasoning skills including perception memory, language etc. many would agree that people learn better when they can build on what they already understand known as “schemes” but the more a person has to learn in a shorter amount it is to process that information in working memory.

Dick and Carcy (2004), presented an instructional model which addressed instruction as an entire system, focusing on the inter-relationship between context, content, learning and instruction. According to Han, the component such as the instructor, learners, materials, instructional activities, delivery system, learning and performance environments interacts with each other and work

together to bring about the desired student learning outcomes. Horaby (2001), defined problem as anything that is difficult to deal with or to understand, therefore the problem associated with the use of instructional materials in teaching and learning processes could be centered on its misuse with the set objectives. It could be regarded as obstacles against the smooth process of communication with the learners. According to Ashby (2001), performance refers to how well or badly somebody do something; meanwhile instructional problem affects the academic performance of the students. If the processes used in communicating with the students is not smooth or the instructional material is misuse with the set objective, then the students will perform negatively. Instructional problems therefore are those obstacles that pose difficulty in dealing with in the process of communicating skills, attitudes and values to the learner. These obstacles which among others include:

### **Methodologies**

According to Abdullahi (2009), methodologies employ in any teaching matters in that it acts as a driver that drives the instructions to the learner. Meanwhile if wrong methodology is employ to a particular instruction while teaching it present confusion to the learner.

### **Wrong usage of the Instructional Materials with the set Objective**

The set objective is a point of focus of the teacher while teaching. Akinsoba (2009) added that the usage of instructional material should be done in accordance with the set objective otherwise it leads the learners far from what they ought to understand on a particular topic.

### **Improvisation of Instructional Materials**

According to Dahar, M.A., Faize, F.A., Nywaz, A. and Dahar, R.T., (2010), improvisation is making something or someone using whatever is available usually because you do not have what you really need. It presents obstacle to communicating skills, attitudes and values improvisation does not suit the topic because improvisation are made when there is no instructional materials. Okeke (2009) stressed on the need to provide adequate instructions for the teaching and learning of English language.

### **Lack of Instructional Materials**

Some of the topics being treated or thought in English Language do not lend themselves to usage of instructional materials. Onuigbo (2003) outline some of the topics in English Language that do not lend themselves to instructional materials, these include word stress, sentence stress, intonation and the second system of English. Nelson-Jones, R. (1996) published an influential taxonomy of what he termed the three domains of learning; cognitive (what one knows or think), psychomotor (what one does physically) and affective (what one feels or the attitude one has). These taxonomies as stated by him are what instructional material touches, so any topic that does not have instructional materials cannot reflect to the cognitive, psychomotor and affective domain of the learners. Sweller (2006), measured the effects of working memory load, and found that lack of instructional materials has a direct effect on the performance of the learners.

---

### **Language of Instruction:**

The language used while teaching with instructional materials matters. Langdon (1998) added that the outcomes of this instruction may be directly observable and scientifically misused or completed and assumed when it is used with wrong language. Languages of instruction have far reaching implications on the performance of the students in various areas. One of the areas is in School Certificate English language. Poor performances have been recorded in School Certificate English Language in recent times. According to Richard (1999) the poor performance of students could be attribute to misuse of instructions, wrong application of methodologies to reflect to cognitive, psychomotor and Affective domains of the learners. It will not be out of place for one to blame these poor performances on the instructional process. Poor performance in school certificate English language is an unacceptable development in the students' carrier.

In this study, instructional problems associated with the poor performance of student in school certificate English language will be determine, with particular reference to those in Enugu North Local Government Area of Enugu State.

### **Objectives of the Study**

The purpose of the study is to find out, the instructional problems associated with the poor performance in English Language by students in Enugu North. Specifically, the study aims to find out:

1. The extent to which poor methodologies pose problems to instructions while teaching English Language.
2. The extent to which lack of instructional materials pose problem in teaching of English Language.
3. The extent to which wrong use of instructional materials contribute to poor performance in English Language.

### **Research Questions**

The following research questions were formulated to guide the study.

1. To what extent does poor teaching methodology pose problems in instructions while teaching English language?
2. To what extent does lack of instructional materials affect the teaching of English Language?
3. To what extent does wrong usage of instructional materials contribute to the poor performance of students in school certificate English Language?

### **Research hypotheses**

The study developed the following hypotheses, these include:

H0: There is no significant relationship between poor teaching methodologies and ineffective English language lesson.

.

H0: There is no significant relationship between lack of instructional materials and ineffective English language lesson.

H0: There is no significant relationship between wrong usage of instructional materials and students poor performance in school certificate.

### **Scope of the Study**

The study focuses on the instructional problems associated with the poor performance in school certificate English language by students in Enugu North Local Government Area, Enugu State.

## **REVIEW OF RELATED AND RELEVANT LITERATURE**

### **Meaning of Instructional Resources**

The terms instructional resources and teaching/learning resources or materials have been used interchangeably by different authors. Bishop (1985) refers to teaching learning resources as all the things teachers are likely to find useful in their teaching. These could be collection of books, reference materials, maps, diagrams, newspaper cuttings and anything of value to the teacher. According to Onyango (2001: 51), material resources include those items so designed, modified and prepared to assist teaching/learning operations. He gives examples as; textbooks, reference books, teachers guides, manuals, magazines, charts, maps, raw materials such as wood and metal. Ayot (1986) refers to instructional resources as teaching resources. He calls them teaching tools that help in providing data that students use in learning. Beswick (1977) when referring to resource-based learning states that a resource includes anything which may be an object of study or stimulus for the learner. He gave examples such as books, pictures, diagrams, maps, charts and newspapers. Kemp and Dayton (1985) as quoted by Kinyua (2007) used the term instructional media to refer to audio-visual and related materials that serve instructional functions for education and training.

### **Challenges encountered by teachers in using Instructional Resources**

In responding to what problems they encounter in the use of instructional resources, teachers had several challenges as discussed below. Most of the teachers indicated that the instructional resources were inadequate for some subject areas. That there was frequent change of syllabus rendering most of the textbooks irrelevant. Some teachers indicated that some materials were not available at all. Lack of storage facilities, theft, loss and lack of accuracy in giving information were other challenges mentioned. Some teachers reported that preparation of teaching / learning aids consumes a lot of time while writings in some textbooks are invisible and sometimes the language used is above the learners' level of understanding. Poor binding of textbooks, lack of storage facilities and lack of proper procedures of replacing the lost or stolen books pose a challenge as reported by the teachers. The long list of challenges indicates that efficiency in the use of instructional resources by teachers is questionable.

## **Disadvantages of Learning English**

### **1. Low Hours of English Language Teaching**

Educational literatures which are taught in schools are not up to date, and are mainly old and boring. Even pictures of books are not attractive for students. Today's needs of students in English are not considered, while language is a dynamic phenomenon and the most educational contents are not different from 20 years ago. Some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time. Because the students' learning motivation is low and on the other hand the content volume is high and teaching in the short term is very difficult. In fact, the main problem of teachers is related to the first year of secondary school. Because teachers need to teach the basics of the English alphabet in 2 hours a week, in the case we have one week off then there will be a 14-days interruption between two sessions. In addition, the studies on the state of language teaching in schools, some teachers and experts suggest that the content, examples and illustrations of language books are not diverse and the provided exercises do not strengthen language skills (reading, writing, speaking and listening). It should be noted that 90% of the exam questions have no resemblance to the book exercises, in other words solving the exercises in books do not mean the readiness for the exam. And teachers are forced to solve the exercises and give and solve different sample questions to prepare students for the exam. On the other hand, despite the English teaching over 7 years (3 years in secondary school, three years in high school, and one year in pre-university), they do not have the required skills, including listening, writing, speaking and reading. Students pass the course just by memorizing the contents of these books and eventually forget all the material after a few months or perhaps keep them in mind for the entrance exam. After the entrance exam, they should think about required English learning.

### **Lack of Interest and Motivation**

For Learning English This factor is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students. Students should be encouraged to repeat the language, because the language can be learned only by repetition.

### **Lack of Concentration in Class**

The second factor is the lack of concentration. When students do not have the concentration cannot learn the material. Concentration depends on these factors:

1. Fatigue and insomnia
2. Environment
3. Family problems

When all these factors are eliminated, the student can do his best to learn the language and gain a good score. Students WhoAreAheadofOthers Another difficulty in English teaching relates to those students who attend English classes outside of school. These students have higher academic level than others and listening to repetitive low-level content for them is unattractive and boring. Most English Teachers Lack the Proficiency in the English Language Unfortunately, most high school teachers are not fluent in English and they are unable to teach the English language orally. They teach English in the form of written language to students and this is not a hundred percent learning. English teaching is best done when the teachers teach the language orally and have Very little use of the Persian language in classroom So that students could imagine they are in a foreign country. Therefore the student will be obliged to speak English and he/she can learn it better.

### **Lack of Repetition and Frequent Practice of Students**

Since students are not interested to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time. We should use the specific methods which are from the experiences of teachers in order to motivate the students in learning English.

### **The Role of Teachers in English Teaching**

Some students mentioned that learning English is the function of the teachers' characteristics, so that if students love their teachers and use his motivation and creativity, they will be more interested in English. Although this is an accepted scientific principle and is true for all subjects, but we must accept that this is more prominent in practical lessons. When the students love their teachers, they will be more interested in learning. So in some schools, the lack of motivated and creative teachers and the lack of access to equipment and limited contents of incomplete course books minimized the students' performance. However, certain problems of teachers such as economic problems and so on are also effective in this issue and some fundamental and lasting measures must be considered in this regard. But teachers also have the right, because at the end of the semester the exams contain questions from the course content not the contents that students like. Therefore the classes seem a bit boring and non-functional that this issue will have an adverse influence on teaching and Learning English. In fact it is not the fault of teachers. The value of this course is unknown and the society has not felt a need to this course. Some experts believe that teachers teach many things, and do not teach some things and it's so true, because due to the interest rates and different incentives the limited time will be fewer and fewer and flaws and shortcomings will be exacerbated.

### **Basic skills in Learning English**

According to the linguists, basic skills in learning English are as follows:

1. listening
2. speaking
3. reading
4. writing



In cases where English is taught as a foreign language, there is no opportunity to use the skills in the classroom. English language would be required to get a degree at the high school or university entrance exam. In that case, English language will be considered as a subject such as mathematics and science. For these learners the concept of needs outside the classroom has very little significance.

The present decade and the past century are different from what is known to the history. Very deep and broad changes which have never been seen in the past have affected all human activities and teaching is no more based on the transfer of constant information to passive students. Minds filled with inflexible material cannot figure out the present and future complexity and dynamic. Teaching English in different countries have faced with many problems and Iran is no exception. Although most teachers and students spent many hours in classrooms to teach and learn the language, they have not had success in this area. Despite a great experience, most teachers still have not really found what is important in language teaching and learning in the classroom they usually ignore the most important element of any training session that includes providing a valuable learning experience which has a significant contribution in the development of second language performance. It should be noted that teachers teach a set of individuals and any teaching process must enrich the emotions of both student and teacher

### **The Usefulness of Instructional Material in Language Teaching**

Although teachers use different instructional materials to motivate learning by using textbooks, charts, models, graphics, real objects as well as improvised materials (Awotua-Efebo, 2001). The success of achieving what they are met to achieve in an instructional situation depend on the suitability of the instructional materials, adequacy and effective utilization of the materials (Olaitan & Agusiobo, 1994). The effectiveness of instructional materials in promoting students' academic performance in teaching and learning is indisputable. It provides the much needed sensory experiences needed by the learners for an effective and meaningful behavioural change. Instructional materials are meant to improve the quality of education for effective academic performance of students in schools. The performance of the students on the intended learning outcomes provide the validation – loop on the success of the interaction and instruction. Omabe (2006) asserts that instructional materials are central in the teaching and learning of English language because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery. Esu, Enukoha and Umoren (2004) affirmed that instructional materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learners' imagination. Moreover, instructional materials help to increase active participation in the learning process while saving teacher's energy, reducing the teacher centeredness in teaching. In the same vein, Mathew (2012) states that the use of instructional materials make teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials can improved students' performance. Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) also observe that instructional materials help teachers to teach conveniently and the learners to learn easily without stress. They assert that instructional materials have direct contact with all the sense organs of the students. Kochhar (2012) supports this view by saying that, instructional

materials are very significant learning and teaching tools. He adds that there is need for teachers to find necessary and relevant instructional materials to complement classroom interaction and textbooks in order to broaden and arouse students' interests in the subject.

### **Types of Instructional Materials Instructional charts:**

A chart is a combination of pictorial, graphic, numerical materials which presents a clear visual summary. Edgar Dale defines charts as, "a visual symbol summarizing or comparing or contrasting or performing other helpful services in explaining subject matter". The main function of the chart is always to show relationships such as comparisons, relative amounts, developments, processes, classification and organization. A chart is a two dimensional object. They are flat visual materials which may represent diagrams or a combination of pictorial, graphic, numerical or verbal materials prepared to give a clear visual summary of vital processes, concepts or a set of relationships (Ibe-Bassey, 2000). Charts are used to present ideas and concepts which may be difficult to understand if presented using the verbal code only. Walter (1998) noted that the use of instructional charts in teaching improves the students' writing skill and stimulates creativity in the learners. Charts present an abstract rendition of reality because what is presented is shown as effective in the cognitive domain of learning. Okechukwu (1997) studied the impact of graphic materials on students' academic achievement in history using 925 students as the population size and 120 as sample size in an experimental study adopting  $2 \times 2$  factorial arrangements. The findings of the study showed that students taught history using graphic materials such as charts and pictures performed better than their counterparts who were taught using lecture method without graphic materials. The benefits of using charts include the followings 1. Motivates the students 2. Shows continuity in the process 3. Shows relationships by means of facts, figures and statistics 4. Presents matter symbolically 5. Presents abstract ideas in visual form 6. Summarizes information 7. Shows the development of structures 8. Creates problems and stimulates thinking 9. Encourages utilization of other media of communication .

**Posters:** A poster is a pictorial device designed to attract attention and communicate a story, a fact, an idea, or an image rapidly and clearly." Good's Dictionary of Education: A poster is a "placard, usually pictorial or decorative, utilizing an emotional appeal to convey a message aimed at reinforcing an attitude or urging a course of action". The poster can be defined as a graphic representation of some strong emotional appeal that is carried through a combination of graphic aids like pictures, cartoons lettering and other visual arts on a placard, aimed for conveying the specific message, teaching a particular thing, giving a general idea etc to exert a great influence on the observer. Posters are very useful in students' project work. The teacher can divide the class into groups and each group can decide what message their post is going to have. The completed posters, together with the students' other project work, such as reports and maps, can then be displayed around the school. Flashcard: Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading. A picture, for example, of an elephant may be drawn or stuck on a card and the word „elephant“ written underneath it. The students are encouraged to associate the pictures and the words through various „look and say“ activities and games, for example, Kim's game,



Pairs, and so on. They are particularly useful for stimulating discussion in small groups, as well as for sharing information and reminding people of a recommended process with posters, research the local situation and pre-test them.

### **How to use flashcards**

To use flashcards in a classroom situation, such as learning to read show the picture and the word together. Ask students to look at the picture and say the word. After presenting a number of words with pictures that the students already know, ask for volunteers to come out and match pictures and words. When the students have learnt to read the words, you can divide them into teams and play reading games using the flashcards. Slides Among the various types of materials available still projection, slides and film strips are the foremost visual aids. They are of great value in teaching. Slide Projector is an optical aid to the process of teaching. It is used for projecting pictures from a transparent slide on a wall or screen. It helps in showing the magnified image of the slide. When the figure or illustration is very small and it is required that the whole class should see it clearly, a transparent slide of this small figure is prepared. The slide projector projects its erect image on the wall or screen by enlarging its dimension and making the vision more sharp and clear. If the slide or film strip is colored then it would be more attractive. The slide projector is useful for small as well as large groups. Film Strips It is an improvement upon slide projector. The device may be used as a slide projector or as a film strip projector. Instead of using different slides for different topics or more slides for one topic, one strip or piece of still film is prepared. Slides produced on films are called film strips. A film strip consists of a strip of cellulose acetate film 16mm or 35mm wide and length 2 to 5 feet. It usually consists of 40 to 100 separate pictures related to a particular subject, topic or theme. These pictures may be connected with series of drawings, photographs, diagrams or combination of these. Such strip or a piece of still film serves the same purpose as served by a number of slides. There is not much difference between a slide projector and a film strip projector. In a slide projector we use separate slide while in a film strip, a strip of film is exhibited. The film strip projector is a recent development and it is growing to be a more popular means of pictorial representation. A filmstrip can either be of a single or double frame format (Ikot, 2008). Filmstrip can be used to teach skills, show relationships in order to convey knowledge, to affect attitude through individual and independent study groups or other tutorial groups viewing (Ibe-Bassey, 1991). In a study to determine the effects of instructional materials utilization on performance of Junior Secondary Students in Practical Agriculture in Ikot Abasi Local Government Area, Ikot (2008) adopted a quasi-experimental design using the population of 1995 students and the intact class sample size of 225 students. The findings showed that there was significant difference between the performance of students taught with filmstrip and those taught without filmstrip. Flipchart: A flipchart is a series of sheets of paper, fastened together at the top. When a sheet has been used, it can be „flipped“ over the top so that the next sheet can be used. A flipchart can be used in two ways: with blank sheets of paper or newsprint, which the teacher or trainer writes on during the session as a pre-prepared resource with pictures and or notes. To avoid having to write while speaking, you can prepare texts and drawings before the lesson or session. Each sheet of a flipchart should illustrate one message in a lecture, talk or training session. You should turn to the next sheet when moving on to the next point. This helps students and

learners to understand and remember information. It also acts as an aid to you, reminding you of the structure of your lesson or presentation. Development workers find picture flipcharts particularly useful for illustrating important points. Explanatory or additional notes can be written on the back of the previous page to remind you of what you need to say or to provide information in case you are asked detailed questions. This is particularly helpful if a flipchart is to be mass produced and used by teachers and trainers who have not been involved in its design. If teachers are working with several small groups, you can give each group a blank sheet and a pen. After their discussions, the group can write their conclusions on the sheet. The conclusions of all the groups can then be displayed for everyone to see. Suggestions and ideas from students or trainees can be written blank sheets of a flipchart to enable them to see their ideas, for example in a planning workshop for teachers.

The sheets can be taken away and used for future reference to draw up detailed plans or as notes for a written report. **Work Sheet:** A worksheet lists questions or activities for students or trainees to work through. Pre-prepared worksheets can be used successfully with groups with differing abilities or language skills because each person can work at their own pace. **How to use worksheets** Worksheets can be used for homework or a revision programme, or they can include further details to be studied for the next lesson. They can be photocopied, or copies can be made using a jelly copier or banda machine. In development work, worksheets can reinforce or remind trainees about a particular message or technique. Worksheets provide flexibility in the classroom as well as in the workshop, because they can be used individually, in pairs, or in small groups to facilitate teamwork skills. **Newsletter:** A newsletter is an informal printed report, which is distributed to members of a particular group in order to share information. A newsletter can be useful to promote good public relations, offering evidence that the school, college or other organization is working hard to achieve its targets. To keep a record of newsletters you have made, punch holes in them and store them in a special file. Printing costs can be funded through selling advertising space or asking local businesses to sponsor a page. Careful budget control is necessary. Like pamphlets, newsletters are easier to produce if you know how to use and have access to a computer and a desktop publishing (DTP) programme. **Cartoon:**

A cartoon is a simple picture of an amusing situation; sometimes it is a satirical comment on a serious or topical issue. A strip cartoon is a sequence of framed drawings, which tell a story. Both types are to be found in newspapers, magazines and leaflets. In development situations a cartoon is a method of conveying a specific message. **How to use cartoons** Cartoon pictures can enable people to discuss sensitive issues and so are useful for teaching and training. Listening skills in the language class can be extended and developed using cartoon strips. You can read out a description of something, which needs to be drawn in sequence, each part in a separate frame. Ask the students to listen carefully, while you read the piece two or three times. Then ask them to draw what they have heard. You could provide a template with a number of ready drawn frames for them to fill in. You could do this with two separate groups and ask the students to discuss what they see in the picture. You can then evaluate how well they have understood the piece you read. Cartoon strips can be used to teach sequencing and ordering to students. Find, or draw, a cartoon strip with

between three and eight separate frames. Cut out each frame and rearrange them so that they are in the wrong order. Stick them down in the new order and make one copy for each group. Ask them to cut each frame out and put them in the correct order. Before you do this, show the students an example on the chalkboard of pictures in the wrong order and ask them to put them in the correct sequence. The above exercise can also be used in a workshop or training session, using a topic related to the subject of the workshop or session. As it encourages discussion and team decision-making, it can be introduced as an ice-breaker. The less obvious the order, the more interactive the process will be as each group may suggest different answers.

This creates an opportunity for each group to explain their answers and defend their position. Yusuf (1998) said that one can classify learning materials in several ways. For instance, one can distinguish between auditory, visual and reading materials. However, for the purpose of classification, learning materials for teaching can be classified as follows: i. Printed and reference materials: Textbooks, newspapers, magazines, government documents, teachers' guide, duplicated materials, journals, hand book, bulletins, pictures, work books, pamphlets, leaflets. ii. Graphic materials: Graphs, charts, diagrams, maps, globes. iii. Display materials: Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board. iv. Projected materials – television, video tape, overhead projector, slides and slide projector and transparencies. v. Audio and other visual materials: Radio, model, computer, tape recording etc. vi. Community resources: Zoos, Agricultural extension service centres, market place, parks, industrial establishments.

## **RESEARCH METHODOLOGY**

### **Research Design**

The researcher used descriptive research survey design in building up this project work the choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to examine the relationship between instructional material used in English language and the performance of students.

### **Sources of Data Collection**

Data were collected from two main sources namely:

Primary source and Secondary source

#### **Primary source**

These are materials of statistical investigation which were collected by the research for a particular purpose. They can be obtained through a survey, observation questionnaire or as experiment; the researcher has adopted the questionnaire method for this study.

#### **Secondary source**

These are data from textbook Journal handset etc. they arise as byproducts of the same other purposes. Example administration, various other unpublished works and write ups were also used.

**Population of the Study**

Population of a study is a group of persons or aggregate items, things the researcher is interested in getting information to examine the relationship between instructional material used in English language and the performance of students. A total of two hundred (200) respondents were selected randomly by the researcher as the population of the study.

**Sample and Sampling Procedure**

Sample is the set people or items which constitute part of a given population sampling. Due to large size of the target population, the researcher used the Taro Yamani formula to arrive at the sample population of the study.

$$\begin{aligned}
 n &= \frac{N}{1 + N(e)^2} \\
 n &= \frac{200}{1 + 200(0.05)^2} = 200 \\
 n &= \frac{200}{1 + 200(0.0025)} = 200 \\
 n &= \frac{200}{1 + 0.5} = 1.5 = 133.
 \end{aligned}$$

**Instrument for Data Collection**

The major research instrument used is the questionnaires. This was appropriately moderated. The principals were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give specific answer to a question by ticking in front of an appropriate answer and administered the same on staffs of the five institutions: The questionnaires contained about 15 structured questions which was divided into sections A and B.

**Validation of the Research Instrument**

The questionnaire used as the research instrument was subjected to face its validation. This research instrument (questionnaire) adopted was adequately checked and validated by the supervisor his contributions and corrections were included into the final draft of the research instrument used.

**Method of Data Analysis**

The data collected was not an end in itself but it served as a means to an end. The end being the use of the required data to understand the various situations it is with a view to making valuable recommendations and contributions. To this end, the data collected has to be analysis for any meaningful interpretation to come out with some results. It is for this reason that the following methods were adopted in the research project for the analysis of the data collected. For a comprehensive analysis of data collected, emphasis were laid on the use of absolute numbers frequencies of responses and percentages. Answers to the research questions were provided

through the comparison of the percentage of workers response to each statement in the questionnaire related to any specified question being considered.

Frequency in this study refers to the arrangement of responses in order of magnitude or occurrence while percentage refers to the arrangements of the responses in order of their proportion.

The simple percentage method is believed to be straight forward easy to interpret and understand method. The researcher therefore chooses the simple percentage as the method to use.

The formula for percentage is shown as.

$$\% = f/N \times 100/1$$

where f = frequency of respondents response

N = Total Number of response of the sample, 100 = Consistency in the percentage of respondents for each item contained in questions.

## PRESENTATION ANALYSIS INTERPRETATION OF DATA

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study. The researcher employed simple percentage in the analysis.

### Data Analysis

The data collected from the respondents were analyzed in tabular form with simple percentage for easy understanding.

A total of 133 (one hundred and thirty three) questionnaires were distributed and 133 questionnaires were returned.

### Section A

Gender distribution of the respondents.

**TABLE I**

**Gender distribution of the respondents**

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Male	77	57.9	57.9	57.9
Female	56	42.1	42.1	100.0
<b>Total</b>	133	100.0	100.0	

From the above table it shows that 57.9% of the respondents were male while 42.1% of the respondents were female.

**Test of Hypothesis 1**

H0: There is no significant relationship between poor teaching methodologies and ineffective English language lesson.

H1: There is a significant relationship between poor teaching methodologies and ineffective English language lesson.

**Table II**

There is a significant relationship between poor teaching methodologies and ineffective English language lesson

Response	Observed N	Expected N	Residual
Agreed	40	33.3	6.8
strongly agreed	50	33.3	16.8
Disagreed	26	33.3	-7.3
strongly disagreed	17	33.3	-16.3
Total	133		

Test Statistics

	There is a significant relationship between poor teaching methodologies and ineffective English language lesson
Chi-Square	19.331 <sup>a</sup>
Df	3
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than

5. The minimum expected cell frequency is 33.3.

**Decision rule:**

The researcher therefore rejects the null hypothesis which states that there is no significant relationship between poor teaching methodologies and ineffective English language lesson as the calculated value of 19.331 is greater than the critical value of 7.82

Therefore, the alternate hypothesis is accepted which states that there is a significant relationship between poor teaching methodologies and ineffective English language lesson

**Test of Hypothesis 2**

H20: There is no significant relationship between lack of instructional materials and ineffective English language lesson.

H21: There is a significant relationship between lack of instructional materials and ineffective English language lesson.



**Table iii**

There is a significant relationship between lack of instructional materials and ineffective English language lesson.

Response	Observed N	Expected N	Residual
Yes	73	44.3	28.7
No	33	44.3	-11.3
Undecided	27	44.3	-17.3
Total	133		

#### Test Statistics

	There is a significant relationship between lack of instructional materials and ineffective English language lesson
Chi-Square	28.211 <sup>a</sup>
Df	2
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3.

#### Decision rule:

The researcher therefore rejects the null hypothesis that states that there is no significant relationship between lack of instructional materials and ineffective English language lessons as the calculated value of 28.211 is greater than the critical value of 5.99.

Therefore the alternate hypothesis is accepted which states that there is a significant relationship between lack of instructional materials and ineffective English language lesson.

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### Summary

Practical things aid our understanding, it helps one understand concepts faster and hence making learning easy. Practical learning in our academic institutions is carried out through what is called instructional materials. But what happens if there is no instructional material or there is a problem in the way through which learning is communicated with these instructional materials. This study opened with a background and introduced us to the study. Some concepts, history works and the importance of instructional materials were discussed in the literature review which is the second chapter of this study. The third chapter described the methodology employed in selecting data and how it was analyzed. The fourth chapter presented the data using tables and tested the formulated hypotheses using chi-square statistical tool.

### Conclusion and Recommendations

Instructional materials has not just benefits to the learner but a distinguishing benefit stands out and that is retention capability. Instructional materials helps students to retain information passed to them by their teachers. At the school level, the students' mind are open to learning and if instructional materials are properly employed, the information sticks on the mind of the students. Also, instructional materials helps children of slow understanding. When a child understand less quickly in theoretical terms, the instructional materials helps to boost the understanding of that kid. This is because, he/she sees what is been talked about. Therefore, Based on the finding of the study, the following recommendations have been made;

1. The government and the school heads should ensure that instructional materials are available in schools.
2. In selecting instructional materials, the teachers should ensure that the material selected is commensurate to the topic and age level of the students.
3. Secondary schools administrators should encourage classroom teachers to improvise and use instructional materials in secondary schools.
4. Workshops, conferences, seminars, etc. should be organized on how to use instructional materials in secondary schools.

### REFERENCES

- Akdoğan, S. (2010). Türkiye'de Yabancı Dil Öğretiminde Karşılaşılan Sorunlar ve Bir Çözüm Önerisi Olarak Yabancı Dil Okullarına Yönelik Öğretmen ve Öğretim Elemanlarının Görüşleri. Yayınlanmamış yüksek lisans tezi. Fırat Üniversitesi, Sosyal Bilimler Enstitüsü, Elazığ.
- Akkuş, Ö. (2009). Türkiye'de İngilizce Öğrenim ve Öğretiminde Karşılaşılan Sorunlar (Sivas İli Örneği). Yayınlanmamış yüksek lisans tezi. Cumhuriyet Üniversitesi, Sosyal Bilimler Enstitüsü, Sivas.
- Aktuna, S. D. (1998). The Spread of English in Turkey and its Current Sociolinguistic Profile. Journal of Multilingual and Multicultural Development, 19 (1), 23-39.
- Aküzal, G. (2006). İlköğretim 4-8. Sınıflarda Yabancı Dil Öğretimindeki Başarısızlık Nedenlerinin İncelenmesi (Adana Örneği). Yayınlanmamış yüksek lisans tezi. Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü, Adana.
- Aksan, D. (1977). Her Yönüyle Dil, Ana Çizgileriyle Dilbilim I. Ankara: Türk Dil Kurumu Yayınları.
- Aydın, S. ve Erdal, Y. S. (2007). Antropoloji. Eskişehir: Anadolu Üniversitesi Yayınları.
- Bartu, H. (2002). "Independence or Development?: An Overview of Turkey's Foreign Language Policies", Anadolu Üniversitesi Sosyal Bilimler Dergisi, 2(1), 59.
- Canbulat, M. ve İşgören, O. Ç. (2005). Yabancı dil öğretimine başlamada en uygun yaşı ne olduğuna ilişkin dil bilimsel yaklaşım ve öğretmene görüşleri. <http://www.efdergi.ibu.edu.tr/index.php/efdergi/article/> adresinden 01.12.2014 tarihinde erişilmiştir.

- Çelebi, M. D. (2006). Türkiye’de Anadili Eğitimi ve Yabancı Dil Öğretimi. Sosyal Bilimler Enstitüsü Dergisi, 21, 285-307.
- Çelik, Ö. ve Kocaman, O. (2016). Barriers Experienced by Middle School Students in the Process of Learning English. <http://www.ijpes.com/adresinden> 17.05.2016 tarihinde erişilmiştir.
- Demirel, Ö. (1999). Yabancı dili öğrenemiyoruz. <http://www.hurriyet.com.tr/egitim/> adresinden 30.11.2014 tarihinde erişilmiştir.
- Dilaçar, A. (1968). Dil, Diller ve Dilcilik. Ankara: Türk Dil Kurumu.
- Ekmekçi, F. Ö. (1983). Yabancı Dil Eğitimi Kavramı ve Kapsamı. Türk Dili, Dil Öğretim Özel Sayısı, TDK Yayınları, 379-380.
- Kabaharnup, Ç. (2010). The Evaluation of Foreign Language Teaching in Turkey: English Language Teachers’ Point of View. Unpublished master’s thesis. Çukurova University, Institute of Social Sciences, Adana.
- Karabıyık, C. (2012). Foreign language anxiety: A study at Ufuk University preparatory school. Unpublished master’s thesis. Gazi University, Ankara.
- Kocaman, A. (1978). "Yabancı Dil Öğretim Yöntemleri", Genel Dil Bilim Dergisi, 1(2), 80-98.
- Oğuz, E. (1999). İlköğretimde Yabancı Dil (İngilizce) Öğretimi Sorunları (The Problems of Foreign Language (English) Teaching In Elementary Schools). Yayınlanmamış yüksek lisans tezi. Kocaeli Üniversitesi, Sosyal Bilimler Enstitüsü, Kocaeli.
- Paker, T. (2007). Problems of Teaching English in Schools in Çal Region and Suggested Solutions. 21. Yüzyıla Girerken Geçmişten Günümüze Çal Yöresi: Baklan, Çal, Bekilli. Çal Yöresi Yardımlaşma ve Dayanışma Derneği Yayını, 3, 684-690.
- Roucek, J. S. (1968). The Study of Foreign Languages. New York: Philosophical Library.
- Sebüktekin, H. (1981). Yüksek Öğretim Kurumlarımızda Yabancı Dil İzlenceleri. (Foreign Language Curricula In Institutes of Higher Education). İstanbul: Boğaziçi University Publications.
- Sevinç, K. Ü. (2006). İlköğretim Okullarında İngilizce Öğretiminde Karşılaşılan Güçlüklerle İlişkin Öğretmen Görüşlerinin Değerlendirilmesi: Diyarbakır Örneği. Yayınlanmamış yüksek lisans tezi. Dicle Üniversitesi Sosyal Bilimler Enstitüsü, Diyarbakır.
- Soner, O. (2007). Türkiye’de Yabancı Dil Eğitiminin Dünü Bugünü. [http://kisi.deu.edu.tr/yilmaz.ahmet/ikinci\\_donem\\_makale/04\\_ataturk\\_doemi\\_egitim\\_kultur/21.pdf](http://kisi.deu.edu.tr/yilmaz.ahmet/ikinci_donem_makale/04_ataturk_doemi_egitim_kultur/21.pdf) adresinden 01.12.2014 tarihinde erişilmiştir.
- Şahin, C. A. (2013). Critical Evaluation of Foreign Language Education Policy with Specific Reference to English Language Teaching in Turkey. Doktora Tezi, Çanakkale Onsekiz Mart Üniversitesi, Eğitim Bilimleri Enstitüsü, Çanakkale.
- Chan, Alice. Y. (2004). Syntactic transfer; Evidence from the inter language of Hong Kong Chinese ESL learners. The modern language Journal. 88, 56-74.
- Eagleton, R.. (2000). Doing English. Great Britain Routledge.
- Jarvis, S. (2002). Topic continuity in L2 English article use Studies in second language Acquisition, 24.

- 
- Carter, R. & Nunan, D. (2002). Teaching English to speakers of other languages. Cambridge university press.
- Ortiz, Alba. A. (2007). English language learning with special needs; Effective instructional strategies. Journal of learning disabilities. 30.420-321. [6].
- Rivers, Wilga. M. (1981). Teaching foreign-language skills. Chicago: university of Chicago press.