

## Study On The Availability And Utilization Of Instructional Media In Teaching And Learning Of The English Language In Secondary And Primary Schools In Ebonyi State.

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### ABSTRACT

The topic of this study is to make an investigation on the availability and utilization of instructional material in teaching and learning of the English language in primary and secondary school in Ebonyi State. The purpose of the study was to know how instructional media help in teaching and learning of the English Language and whether the teachers make appropriate use of the instructional media in primary and secondary schools. Simple random sampling was used as the design and two hundred and fifty respondents was the sample size. Six research questions were formulated for the work and questionnaire items were distributed for data collection. Simple percentage was used to analyze the data gathered. Findings were made that projectors, pictures, charts, maps and tape recorder are some of English language. Also quality textbooks and qualified teachers are necessary for the teaching and learning of the English language. Recommendations were made that teachers should try as much they can to prepare some of the instructional materials that are relevant. Also education planners in the state should organize seminars and workshops for English language teachers on the appropriate use of instructional material.

**KEYWORDS:** Instructional Media, Teaching and Learning, English Language, Secondary and Primary Schools.

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## I. INTRODUCTION

### Background to the study

The effective use of instructional media in teaching and learning of English language and ensuring its adequate use in teaching and learning of the English language is crucial in our educational system and requires proper training and supervision. Instructional media are teaching devices used for effective communication and passing of information in teaching and learning situation. It also means material resources employed and skillfully manipulated by the teachers in order to achieve instructional objectives. Nzewi (1995), defined instructional material as any kind of "learning resources" which the learner may attain useful information for the attainment of a particular instructional goal. Whenever we talk about instructional media people mainly restrict them to textbooks, supplementary books statutory such as measuring rules, pen, pencil, chalkboard, eraser and audio-visual aids. According to Mbakwem (2005) they include anything in school which tends to facilitate or enhance teaching and learning. Instructional media include tools, such as football, whistle, skipping ropes for physical education, and library, all of which form part of teaching resources. Restricted to classroom situation, instructional material refers to the following: chalkboard, pictures, diagrams, maps, television, video, projectors, slide and audio visual devices which bring reality into the classroom. Chimezie and Iwu (defined "instructional media as gadgets designed to instruct and present information to students and pupils so as to enhance teaching and learning. It arouses students and pupils interest in the lesson, stimulate and entice in a nutshell materials that makes lesson more meaningful and clearer to the learner; device that are applied to enhance the acquisition of new skill or knowledge.

The use of instructional media is important in teaching and learning of the English language. It is quite excruciating that very few schools are equipped with instructional media, more especially those for teaching and learning of the English language. It has been observed that students fail woefully in English language examination. Perhaps this may be as a result of lack and inefficient use of instructional materials. Since English language is a compulsory subject which every student most passes in Nigerian Educational system, and the language of communication in Education and commerce which helps to breakdown communication barriers, it should be thought with adequate instructional media to ensure efficiency. Therefore it was on this back drop that the researcher decided to research on the availability and utilization of instructional media in teaching and learning of the English language in primary and secondary schools in Ebonyi state.

Education in general terms, is the process of transmitting social norms, values and desirable attitude from one generation to another. It is also the process of teaching, training and learning in schools and colleges for the development of knowledge and the skills to prepare individuals to the happily with themselves and other people. Fafunwa (1974) sees education as “the aggregate of all processes through which a child develops ability, attitude and other forms of behaviour which are of positive value to society. Dr. Adiele (1975), defined education as a “desirable change in human behaviour”. Ukeje (1973) says “the process of education occurs whenever any influence produces a change in the physical and mental behaviour. Education according to Ikediugwu (2005) is regarded as an important instrument by which any nation can achieve their objective. This is explicitly enshrine in the National policy on Education (1981), which says that education has been adopted by the federal government in Nigeria as an instrument per excellence for effecting National development. “Education is very important to any society because it arm the learner to find in all life endeavour. This is achieved especially when qualified teacher who has the knowledge are employed.

In the past and present, government have initiated laudable education programmes, policies and projects such as 6,3,3,4 educational systems which implies 6 years in primary school, 3 years in junior secondary school, 3 years in senior secondary schools and 4 years in the university. The 6,3,3,4 system of education which was meant to lay a solid foundation for the technological take off of the nation.

Recently, the 9,3,4 educational system was introduce which will help in inculcating and enhancing learning of students in primary and secondary level and prepare for the university education. Primary education is a formal education given in an institution to children aged normally 6 + 10<sup>+</sup> Primary education is the foundation of all other higher levels of education. A good foundation therefore should be given to the pupils in the primary school, because it is upon this foundation that other higher levels of education will be built. Success at the primary level may entail success at the other higher levels of education.

According to the National policy on education (1981), the general objectives of primary education are:

- i. The inculcation of permanent literacy and numeric, and the ability to communicate effectively.
- ii. The laying of a sound basis for scientific and reflective thinking.
- iii. Character and moral training and the development of sound attitude.
- iv. Giving the child opportunity for developing manipulative skills that will enable him to function effectively in the society within the limits of the capacity.
- v. Providing basic tools for further education advancement including preparation for trades and crafts of the locality.
- vi. Developing the child ability to his changing environment.
- vii. Citizenship education as a basis for effective participation in and contribution to the life of the society.

Moreover, Primary education is only a preparatory course for junior secondary school. Vocationalization of the primary school by grafting to it the skills of the local crafts would not assure the output a gainful employment in the society.

Secondary education is a form of education provided after primary school stage and before tertiary stage. It is the education received by children between the ages of 12 and 17 or 18 years. Its objectives are:

- i. To prepare children for useful living within the society and to prepare them for higher education.
- ii. Provide many children with opportunity for education of a higher quality regardless of sex, social background and religious affiliation.
- iii. Develop and project Nigerian culture, art and language as well as the world’s cultural heritage.
- iv. Inspire its students with the desire for achievement and self improvement both at school and in later life.
- v. Equip student to live effectively in our modern age of science and technology.
- vi. Secondary educations also inspire its students with the desire for achievement and self improvement both at school and in later life.

The new system of education has provided for an integrated secondary education in which a wide range of subject are available. Granted that this plan works, the critical shortage of intermediate manpower, particularly in this area of applied science is likely to be improved. A significant number of students would

acquire necessary skills that could form the basis of pre-service and in service vocational education in the industries.

Instructional media could be seen as material, things, place or people employed to make teaching and learning efficient and meaningful. This could be used to illustrate or convey concept, ideas, knowledge or facts to the learner. Azubuike (1984) defined instructional materials as “materials which made a tremendous enhancement of less impact of intelligently used”. Mbakwem (2006), defined instructional media as “those materials required and to be used during lesson period”. Instructional media are viewed with different concept, but precisely they are any form of material that can aid teaching and learning. Teaching can be more effective and students learning more meaningful when instructional media are used.

Generally, instructional materials are viewed with different conception, but precisely, they are any form of material that can aid or speed up the process of learning with or without any assistance of a second person e.g. teacher. Effective teaching and learning is guaranteed to more use of instructional materials. All these materials help the teacher to deal adequately with all that is involved in the teaching and learning process in classroom. Through the use of these instructional materials, students and pupils can be self instructed to achieve definite education objective and they also help students to carry out the instructions in a better suitable way. Instructional material helps the teacher in providing meaningful source of information to the learner. They assist in overcoming physical difficulties of presenting subject matter by teaching a large audience. Instructional materials can make a good teacher teach better, they increase his impact and range; they can enable him to teach more within the time available. They help to convey to the class a degree of depth of comprehension which could have been impossible to achieve through the spoken of printed work's alone. Similarly, Uniakpa (1995) supported this view when he said that instructional material provides common experience for an entire group, the visual details makes it possible to study subjects which would otherwise be impossible. Cable (1972) cited that the effective use of instructional materials for an energetic imaginatic approach by the teacher, that the school will be constantly on the alert for new ideas and teachers to take the world into the classroom, this making remote and abstract ideas concrete and immediate to the experience of the studies.

Hence, instructional materials are extremely important for effectively teaching and learning of the English language. Educational technology in an attempt to classify instructional media, came out with the following classification: visual material, audio-visual material, projected and non-projected media, hard ware and soft ware equipment. Erickson and Curl (2001) in Ike pointed out that visual instructional media refers to those teaching aids which make use of the sense of sight; examples; textbooks, pictures, charts, maps, chalkboard, film strip, photographs and posters.

### **Audio Materials**

Still Erickson and Curl (2001), said that “Audio instructional media are those teaching resources which make use of the sense of hearing. They include: radio, tape recorder, language learning apparatus and gramophones.

### **Audio-Visual Material**

Putting together what has been said about visual and audio instructional media; one can rightly say that textbooks and references books do not fall here but solely refers to video and television.

### **Projected Media**

Ikeh (1992), pointed out that projected media are instructional materials or equipment which need electricity function. The over head projector, the slide projector and the data projector are examples of projected media. Apart from the above classification of instructional material, Awojo (1982) also include the following as instructional material, research and excursion, seminars and discussion forum. Through the use of instructional media, students and pupils can be self instructed to achieve definite education object and they also help students and pupils to carryout the instruction in a better suitable way.

The importance of instructional material has been emphasized by many scholars, researchers, authors, curriculum planners and administrators. Similarly Wale (1996), point out that “instructional materials can make a good teacher teach better, they increase his import and range, and they can enable him to teach more within, the time available. Stoner, freeman and Gilbert (2000) defined effectiveness as choosing the right goals and doing the right thing in other to produce the intended result. Owness (1997) view utilization from the perceptive of teaching and measured in terms of student's progress in knowledge, skill and attitude. Good and effective teaching required therefore a sound instructional programme or preparation from the teacher in order to meet the need of the students and pupils. Jarolimek and Walsh (2000), stated that if effective learning is to be promoted the learner must have “easy” access to a wider range of learning resources and that the teacher should be able to set appropriate goal, chose and implement adequate instructional material for attainment of the intended result.

The essence of the use of instructional material and gain student desire from their use in teaching and learning of a language cannot be overestimated. Being a device designed to supplement verbal explanation and effective attraction. Instructional materials have underlying hidden linguistic and cultural instructional

information for students. Chimezie (2002) posited a different argument about the actual perception of instructional material according to him, they control teaching and learning, create and break monetary. Ozumba in Achume (1998:136), on his part added that instructional material helps students and pupils understand what they are not familiar with in teaching and learning process. It is true that in many instances, teachers and students rely heavily on textbooks and handout, some of which stipulate the course content. Allright (1999), said that instructional material help clarity complex situation to students and pupils. He is of the opinion that they also help to magnify or reduce objects or models when necessary for a presentation of information. It was in this light that Filipane (1972) stated that instructional materials offered vividness and supply the power of impression. Obi (1996) in this regard pointed out that instructional material in the form of visual and provide a common experience as well as group of concept that form event, concept or process that oftentimes cannot be studied firsthand or understood easily by reading and listening to sounds.

Writing on the importance of the use of instructional material in teaching and learning of the English language; Dele (1996) opines that teaching and reduce verbalism because they supply a concrete basis for conceptual thinking and give rise to formation of meaningful concept. They are the best antidote for disease of verbalism in the contemporary classroom situation. Adding to this, Dele held the view that by helping the learner to create an imaginative mind, instructional media make teaching and learning effective. Thus knowledge being passed on becomes permanent and the learner has the opportunity to achieve insightful, learning as a result, they tending of forgetting what is taught is ended. In another development, Oguranti (1998), pointed out the indispensable role teaching resources play in the teaching and learning of the English language argue that instructional material brightens up the classroom and bring more variety and interest in the language lesson. Moreover, both audio and visual and enhance the learners ability to speak, read and write the language. Osuala (1996) pointed out that instructional materials influence the presentation of the lesson content as well as the learning procedure. Having looked at numerous advantage, a language class can derive from the use of instructional media one can readily say that since instructional material influence the order in which acquisition of aptitude in a language should go on one hand and make the learner the centre of language not the teacher. The National Education Policy (2004) said that the curriculum at the secondary school level must include indigenous languages; in selecting two Nigerian languages, students should study the language of their own and in addition to any of the main Nigerian languages; Hausa, Igbo and Yoruba, subject to availability of teachers. The present pore-primary schools in Nigeria are seen and run as elite schools where greater attention is given to the English language, in fact, many well-to-do parents send their children to nursery schools in order for the children to acquire "good" English.

The aim of federal government to institute the use of mother tongue or the language of the immediate environment at the pre-primary school stage may be defeated unless the government takes a step to, first of all popularize the indigenous languages and develop them to a stage where they will be able to cater for the needs of the pupils in their various subject. English language is expected to be introduced as a subject right from the first year of schooling and to become the language of instruction from the third year. At the end of a six year primary education, cycle learners are expected to have formal education and for interactions in a situation in which English language is the efficient language. They are in fact expected to write a primary school leaving certificate examination in which English is a compulsory subject even at the secondary school level.

### **Purpose of Study**

The researcher chose to carry out this investigation in other to show the importance of instructional media so that the teachers and the learners of the English language can benefit through its proper use in teaching and learning process. Specially, the study aims at finding out;

- 1) How instructional medial help in teaching and learning of the English language.
- 2) Whether the teachers make appropriate use of the instructional media in primary and secondary schools.

### **Research Questions**

The following questions will guide this study:

- 1) Are there instructional media in primary and secondary schools in Ebonyi State?
- 2) How do instructional media help in teaching and learning?
- 3) Do teachers make appropriate use of instructional media in secondary and primary schools?
- 4) What are the factors militating against the use of instructional media?
- 5) Do you think that quality teachers enhance teaching and learning of the English language in schools?
- 6) Do you think governments have done enough in the provision of instructional media in primary and secondary schools?

## II. METHOD

### Participants

A total of two hundred and seventy four (274) participants drawn from five secondary schools and five primary schools in Abakaliki Local Government and Ebonyi Local Government Area of Ebonyi State participated in this study (274) with the Mean age of 58.80 years and Standard Deviation of 11.44 They were selected through simple random sampling method. Their ages ranged from 6-11 and 12-18. The consented participants who accepted to participate in the study two hundred and seventy four (274) completed their questionnaires carefully and were selected for the study, ninety four (94) males (34.3%) and one hundred and eighty (180) females (65.7%).

### Instruments

Three instrument used for this study is instructional media in primary and secondary developed by Nwobi E U (2015). The 6-item inventory with sub-divisions, designed to measure the use instructional media in primary and secondary schools, how instructional medium help in teaching and learning of English language, how teachers make appropriate use of instructional media in secondary and primary schools, the factors militating against the use of instructional media in teaching and learning of English language, how quality teachers enhance teaching and learning of the English language in schools, whether governments have done enough in the provision of instructional media in primary and secondary schools. Each question has 3- point likert scale of: Yes, No, Not Sure. It has Cronbach's Alpha Reliability of .91.

### Procedures

The population of the study comprises of students, pupils and some teachers of English Language. The Random sampling technique was employed in selecting Five secondary schools and five primary schools in Ebonyi State, since it would be very difficult to attend to all the schools in Ebonyi State. Thus the ten schools were selected to maintain a geographical spread. From each of the selected schools, twenty participants were selected, making the sample size a total of two hundred and fifty participants. The permission of the various school heads were sought and permission were granted the researcher through research assistance on the scheduled date for each schools on arrival during break periods the school head through the various class teachers organized the teachers and students selected for the study in the school hall where they were briefed on the nature and reasons for the study, those who showed interest and gave free consent were given the consent form to fill, meanwhile the consent form for pupils and students under 18 years were filled by their classroom teachers and there after received the questionnaire to filled and submitted the same day.

### Design/Statistics

The design for this study was cross –sectional survey design and simple percentage was employed for data analysis.

## III. RESULTS

Are there instructional media in primary and secondary school in Ebonyi State?

Questionnaire items

S/N	Items	Res	Yes	%	No	%	Not sure	%
1.	There are textbooks for teaching and learning of English language	250	25	10	210	84	15	6
2.	There are projectors for teaching and learning of English language	250	28	11.2	202	80.8	20	8
3.	There are highly equipped language laboratories for English language.	250	14	5.6	221	88.4	15	6

### Research Question Two

How does an instructional medium help in teaching and learning of English language?

S/N	Items	Res	Yes	%	No	%	Not sure	%
1.	There are maps, chart and photos which enhance teaching & learning	250	20	8	200	80	30	12
2.	Do you think that the usage of instructional media can enhance teaching and learning of English language	250	190	76	40	16	20	8
3.	Can schools in Ebonyi State boast of quality instructional media	250	40	16	180	72	30	12

**Research Question Three**

Do teachers make appropriate use of instructional media in secondary and primary schools?

S/N	Items	Res	Yes	%	No	%	Not sure	%
1.	Teacher's make good use of textbooks in teaching and learning of English language	250	100	40	110	44	40	16
2.	Some teachers do not make of textbooks in teaching and learning	250	150	60	80	32	20	8
3.	Most teachers do not know how to make use of some media like projectors in teaching and learning.	250	180	72	40	16	30	12

**Research Question four**

What are the factors militating against the use of instructional media in teaching and learning of English language?

S/N	Items	Res	Yes	%	No	%	Not sure	%
1.	Are teaching making use of instructional media in teaching and learning	250	60	24	110	44	80	32
2.	Lack of fund in schools contribute to poor provision of instructional media	250	200	80	30	12	20	8
3.	The inability of teachers using appropriate instructional media affects pupils performance	250	170	68	40	16	40	16

**Research Question Five**

Do you think that quality teachers enhance teaching and learning of the English language in schools?

S/N	Items	Res	Yes	%	No	%	Not sure	%
1.	Can quality teachers enhance teaching and learning of English language	250	166	66.4	50	20	34	13.6
2.	Can your school boost of quality resource material in teaching & learning	250	80	32	140	56	30	12
3.	The inability of teachers using instructional media discourages students from further studies of English	250	160	64	50	20	40	16

**Research Question Six**

Do you think that governments have done enough in the provision of instructional media in primary and secondary schools?

S/N	Items	Res	Yes	%	No	%	Not sure	%
4.	The inability of government to provide instructional media affects effective teaching and learning	250	200	80	40	16	10	4
5.	Poor provision of instructional material by government affects student's performance in learning.	250	166	66.4	55	22	29	11.6
6.	Poor provision of instructional media impaired teachers productivity in teaching and learning	250	190	76	35	14	25	10

**IV. DISCUSSION**

Table one of the previous chapters showed that out of 250 respondents, 25 respondents of 10% in the item one said yes that there are textbooks for teaching and learning of English language while 210 respondents of 84% said No. Still on the same item 15 respondents of 6% said that they are not sure. Item two showed that 28 respondents of 11.8 said yes that there are projectors for teaching and learning of English language while 202 of 80.8% said No to it, 20 respondents of 8% said not sure. The last item in the table showed that 14 respondents of 5.6% agreed there are highly equipped language laboratory for English language, 221 respondents of 88.4% disagreed there by proving the fact that there are no highly equipped language laboratory. While 15 respondents of 6% said that they are not sure.

Lawal, & Hauwa, (2015) argues that dominance of textbooks, dictionaries, chalkboards, workbooks and posters are relevant in the teaching of English language in primary levels. These findings agree with the work of Kolawole (1998) who found that the teaching of English language is bedeviled with many problems such as inadequate period of teaching, method of teaching, and lack of adequate and useful aids. Traditionally, teachers have depended on textbooks and the chalkboards as aid for disseminating knowledge in the classroom. With the current practice by English teachers in primary level in Malumfashi local government, their pupils are greatly deprived without access to modern instructional aid such as audio and video tapes, language laboratories, programmed texts, flash cards, computers, magazines and newspapers. With application of modern technology,

classroom instruction can be more pupils-centered and individualized. Ivana, & Vesna (2009) is of the view that quality teaching by the teachers helpsto train students to become effective and confident language users, to get involved into problem-solving easily and independently, to become cooperative and excellent workers and integrative thinkers. Not only does quality teaching represent the developing trend of foreign language teaching in modern times, but it is an actual demand for students wishing to fit into real business communicative environment. Good teachers can often compensate for deficiencies in the curriculum or the resources they use in their teaching. Novice teachers tend to work from the textbook rather than in terms of pupil attainment levels; they lack routines to keep pupils on task, they are less able to select which information is more important when planning a lesson, and they lack knowledge of what to expect of pupils, what challenges to set and what difficulties to anticipate. An experienced teacher who wants to assure quality teaching in his classroom should support and promote both motivations, with intrinsic being surely more fruitful. According to Cook (2001), “the proof of teaching is in the learning”, and “all successful teaching depends upon learning”. Cook also states that there is no point in providing interesting, well prepared language lessons if students do not learn from them. Liu (2003) believes that the ultimate goal of language instruction is to equip learners with the ability to use the language for their communication. According to Lochana & Deb (2006), teachers have recently realized the importance of using a student-centered approach to teaching where teachers can help students to learn the target language in context and to use it in real situations both inside and outside the language classroom. Collaborative or cooperative learning is described by Richards (2001) as a student-centered approach in which learners use cooperative activities, such as pair work or group work, to: express their viewpoints and opinions; share their ideas, information and experience; and discuss and debate with each other. Jacobs and Hall (2002) point out that, when using cooperative learning activities in language classrooms, teacher talk should be reduced and students’ talk should be increased, with a focus on negotiation of meaning and a greater amount of comprehensible input. In addition, a relaxed classroom atmosphere and motivation for learning should be emphasized. Collaborative learning aims to provide learners with interactive tasks that can help them develop communicative competence (Richards, 2001). According to Abebe and Davidson (2012), teachers rarely use visual materials such as cards, charts, and real objects in language teaching, even when they admit the effectiveness of these visual aids to the students’ learning. Aduwa-Ogiegbaen and Iyamu (2006) also point out that textbooks, workbooks, dictionaries, chalkboards, and posters are dominant in English classrooms, whereas modern materials such as audio and video, programmed texts, language laboratories, flashcards, computers, magazines, and newspapers are rarely used.

An attempt to find out how instructional media help in teaching and learning of English language formed the basis of research question two a total number of 20 respondents of 8% agreed that there are maps, charts and photos which, enhance teaching and learning while 200 respondents of 80% disagreed, 30 respondents of 12% said not sure. Item 2 shows that 190 of 76% respondent agreed that the usage of instructional material can enhance teaching and learning while 40 respondents of 16% said No, 20 respondents of 12% said not sure. Furthermore 40 respondents of 16% agreed that the state can boast of quality instructional material while 180 of 72% said no to it there by making a point that the state cannot boast of quality instructional media. An attempt to find out if teachers make appropriate use of instructional media in secondary and primary schools was the target of the research question taking a look at the end, 100, 150 and 180 respondents said yes that teachers do not make use of good textbooks and some do not know how to use some media like projectors in teaching. On the other hand only 101, 80 and 40 respondents said No to it while 40, 20 and 30 respondents said not sure respectively.

Ghulam, Khuram, Naqvi, Nadeem (2015) are of the opinion that visual aids are the best tool for making teaching effective and the best dissemination of knowledge. According to Burton “Visual aids are those sensory objects or images which initiate or stimulate and support learning”. Kinder, S. James; describe visual aids as “Visual aids are any devices which can be used to make the learning experience more real, more accurate and more active”. Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). As Singh (2005) defines: “Any device which by sight and sound increase the individual s' practice, outside that attained through read labeled as an audio visual aids”. Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating. The material like models, charts, film strip, projectors, radio, television, maps etc called instructional aides. (Rather, 2004). By visual aids in teaching is one mode to enhance lesson plans and give students additional ways to process subject information (Kunari, 2006). According to Farombi, (1998), instructional materials include books, audio-visual, software and hardware of educational technology. He further opines that the availability, adequacy and relevance of instructional materials in classrooms can influence quality teaching, which can have positive effect on students’ learning and academic performance. textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder contribute much in making learning more interesting (Atkinson, 2000). Instructional materials have the capacity to develop into students the highest order of intellectual skills as

they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have positive impact on 16 solving new problems by analyzing the situation and formulating a plan (Gagné et al. 2005). According to Gagne et al, instructional material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise “eliciting performance” and “providing feedback on performance correctness,” in addition to “providing learning guidance” for guided discovery learning. According to Adeogun (2001), schools that possess more instructional resources performed better than schools that have less instructional resources. This finding supported the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Adeogun (2001) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources.

In table four, factors militating against the use of instructional media in teaching and learning of English language formed the basis of the research questions. In responding to the questions, a total number of 60 of 24%, 200 of 80% and 170 of 68% said yes that lack of fund in schools contribute to poor provision of instructional media in schools, and that the inability of teachers using appropriate instructional media in schools, and that the inability of teachers using appropriate instructional media affects pupils performance. But on the other hand only 110 of 44%, 30 of 12% and 40 of 16% said no while 80 of 32%, 20 of 8%, said not sure.

Aina (2000) identified scarcity of teachers and equipment as one of the problems in teaching and learning. That the provision of equipment and other teaching/learning materials are of paramount importance in teaching and learning of English language. It is only when these needed equipment are provided and adequately maintained, that productivity of teachers will improve and student learning will be enhanced. Aina further argued that teaching and learning will become theoretical and ineffective where the needed instructional equipment/materials are not provided or available. It was also discovered in Borno State among the findings of Orheruata, Abubakar and Aminu (2014) that without the available infrastructural (instructional) materials students will not perform well. This is to say that effective performance of student is also dependent on the availability of teaching and learning materials. Obasi (2005) maintained that a student will become more focused in his academic pursuit without much distraction, if the environment is conducive and the facilities are available and utilized for studies. The provision of instructional materials is supposed to cut across the four sensory organs: sight, hearing, touch and feeling. Unfortunately, instructional facilities are always provided at a very low level thus, affecting the standard of teaching and learning. According to Acharu and Solomon (2014), inadequate infrastructural (instructional) facilities are evidently linked to inadequate funding by Governments. Mbwambo (1990) in Makewa, Role and Ngussa (2012), who established that English teachers in Tanzanian Secondary Schools, for example, faced problems in teaching tenses, spelling, pronunciation, use of articles, summary writing, irregular verbs, punctuation, word order, and conditionals. He also argues that these problems are caused by the non availability of instructional materials for teaching and learning.

In table five, considering the fact that the inability of teachers using instructional material discourages students from further studies of English language. Also, that quality teacher enhances teaching and learning of English language in schools. 166 of 66.4%, 80 of 32% and 160 of 64% said yes while 50 of 20%, 140 of 56% and 50 of 20% said no to the question. On the other hand 34 of 13.6%, 30 of 12% and 40 of 16% respondents answered not sure.

A look at table six showed that due to the inability of provision of instructional media by the government affects student's performance and also impaired teacher's productivity in teaching and learning of English language in primary and secondary schools; to this end, 200, 166 and 190 respondents in items. 1, 2 and 3 said yes that the inability of government to provide instructional media affects effective teaching and learning. While 40, 55 and 35 respondents in the same item said No on the other hand 10, 29 and 25 respondents.

## V. FINDINGS

The analysis of the research questions and questionnaire items presented above led to the following findings,

- i. That quality textbooks and quality teachers are factors that can enhance effective teaching and learning of English language.
- ii. That maps, charts, photos and posters are some resources media that can enhance quality teaching and learning of English language in primary and secondary schools.
- iii. That some primary and secondary schools in Ebonyi state cannot boost of instructional media which causes poor performance and also discourage students from further studies of English language.
- iv. That lack of fund in schools contributes to poor provision of instructional media which affect teachers' productivity and also affects students during examination.

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