

# The Use Of Instructional Materials And Teachers' Effectiveness As Correlates Of Students' Academic Achievement In English Reading Comprehension In Public Junior Secondary Schools

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**Abstract:** *This study investigated the use of instructional materials and teachers' effectiveness as correlates of students' achievement in English Reading and Comprehension in Ibarapa Central Local Government Area, Oyo State. Four research questions were answered in the study. The respondents were 222 Junior School II students and their English language teachers in Ibarapa Central Local Government Area of Oyo State. The instruments used were: English Reading and Comprehension Achievement Test ( $r = .86$ ), Use of Instructional Materials Scale ( $r = .78$ ) and teachers' effectiveness scale ( $r = .84$ ). Data collected were analysed using descriptive statistics of frequency counts, mean and standard deviation, as well as Pearson Product Moment Correlation (PPMC) and Multiple Regression at 0.05 level of significant. Findings revealed that there was significant correlation between instructional materials ( $r = 0.230, p < 0.05$ ) and achievement in English reading comprehension and teachers' effectiveness ( $r = 0.332, p < 0.05$ ) and achievement in English reading and comprehension. The composite effects of the independent variables were also found to be ( $f_{(2,219)} = 137.575; R = 0.332$  and a multiple  $R^2$  of 0.110) accounting for 11% of its variance. The relative contribution of the instructional materials ( $\beta = 0.188, t = 4.348, p < .05$ ) and teachers' effectiveness ( $\beta = 0.206, t = 4.753, p < .05$ ) were significant to students' academic achievement in English reading and comprehension. The beta weights as shown implies that teachers' effectiveness was stronger than the use of instructional materials in predicting students' academic achievement in English reading and comprehension. Based on the findings of this study, it is recommended that seminars and workshops where masterpiece of teachers' effectiveness is displayed be organised for teachers regularly.*

**Keywords:** *Use of instructional materials, teachers' effectiveness, achievement in English reading and comprehension.*

## I. INTRODUCTION

English Reading Comprehension as an important aspect of English Language taught in schools has not been given adequate attention that could enhance its teaching and learning at the Junior Secondary Schools. Language learning demands that students develop adequate skills in listening, speaking, reading and writing in order to perform well. Out of these skills, reading and writing are challenging and of great importance to academic achievement in all other school subjects; if a text read is not comprehended, writing on the

facts therein becomes difficult or almost impossible. Unfortunately, reading and comprehension are tested rather than be taught in public schools; most students could not read well while many could not reproduce or narrate a passage read. The essence of teaching reading comprehension is to train readers to boost their cognition such that they would be able to read the author's mind between the lines, develop phonological sensitivity and achieve making meaning of what has been read (Oladunjoye and Kolawole, 2015).

Therefore, if students will achieve phonological, grammatical, lexical, pragmatic and socio-cultural knowledge

that empower comprehension and communicative competence in the target language, the presence of the teacher in the language classroom is a matter of paramount importance. In other words, effective teaching of reading comprehension calls for several skills and teachers' commitment. Fakeye (2017) emphasised adequate knowledge of the vocabulary of the target language as the tool to access background knowledge, express ones ideas, communicate effectively and learn new concepts. In essence, if students do not develop their vocabulary knowledge, comprehension will be inhibited and there may be breakdown in communication. On the other hand, students who have large vocabularies will enjoy free flow of communication, access new concepts and gained proficiency easily. Interventions to improve students' learning outcomes in English language focused largely on several teaching strategies with little regard to effective use of devices that can help teachers to impart organised knowledge and arouse positive attitude in the learners in the course of teaching and learning processes.

Instructional materials comprise all the physical items, means/objects used by an instructor to disseminate instruction and ease students' achievement of instructional objectives. In another way, instructional materials are any devices used to convey information or in teaching to enhance learners understanding of concepts according to the set teaching objectives (Wamalwa, 2016). The whole learning process involves an interrelationship among the three components of learning which are: the cognitive, psycho-motor and the affective domains. The instructional materials could be:

- ✓ Prints- such as textbooks and workbooks, worksheets or readers.
- ✓ Non-prints-like audio/video materials, computer-related materials, cassette or films.
- ✓ Prints and non-print sources such as improvised and internet materials.
- ✓ Adopted materials such as TV programmes, magazines, and newspapers (Cakir, 2015).

Wamalwa and Wamalwa (2014) classified instructional materials into traditional and modern media. Traditional media include chalkboards, slides, charts, hand-outs, textbooks and workbooks, realia, and videotape or film while the modern media are computers, the Internet, interactive video conferencing, PowerPoint, DVDs, and CDROMs. Either ways, effective utilization of these materials is the determinant of students learning outcomes. Appropriate use of instructional materials makes seemingly obscure concepts real rather than being abstract especially audio-visual media. It was found that when learning materials are carefully selected and use, learners retained facts than when teachers merely talk and write notes for learners to copy.

Good presentation of multimedia approach aids students reading, improve sentence formation and empower comprehension of the passage read (Ellington and Race, 1993). The objectives of using instructional materials should be focused; Tomlinson (2012) shed light on this to help English language teachers in their collection: Informative (making the target language familiar); instructional (providing framework in practicing the language); experiential (providing the learner with experience of the language in use); eliciting (stimulating the learner to use the language); and exploratory

(helping the learner to be inquisitive about the language). In other words, a mindful selection and use of instructional materials in the teaching of English Reading Comprehension, facilitate language learning, draw learners' attention to the content and context, motivate learners towards making meaning out of a text, enable learners to have sensible comprehensible input (Krashen, 1985).

Alabere (2017) reiterated that though teachers use both traditional and modern instructional materials as well as improvised materials, the extent to which they will enhance students' academic achievement is determined by factors such as the quality of the materials, appropriateness of the instructional materials, adequacy and effective handling and utilization of the instructional materials. In essence, every chosen instructional material should be evaluated to ascertain that they can truly achieve learning objectives.

Teachers' effectiveness could be judged using varying criterion. Based on a set of values, an effective teacher could be one who is often commended by the school heads and supervisors for having up-to-date record of work or one who regularly turn-out a rank of high-achievers. It could also be a teacher who strategically presents facts, educational information and opinion to students in a plain, comprehensible and inspiring manner (Arıkan, Taşer and Saraç-Süzer, 2008).

Studies (Brosh, 1996 cited in Hakan and Savas (2015) and Clark and Walsh, 2002) have deduced the qualities of effective teachers to be the following among other attributes:

- ✓ Having robust content knowledge and grasp of the target language.
- ✓ Appropriate teaching skills that suit the content and context.
- ✓ Personal aptitude to organise learning, clarify instructions explicitly, spur and sustain learners' interest.
- ✓ Morally upright in teacher-student relationship without nepotism or discrimination.

Effective teachers are assets and thus indispensable in the workforce in that, they demonstrate a high sense of responsibility and passionate about teaching, having the capability to communicate effectively in the target language and sensitive to learners response, empathic, kind and friendly, encouraging participation and the use of the target language at all times (Cheung, 2006; Salahshour and Hajizadeh, 2013).

Ghasemi and Hashemi (2011) categorised the characteristics of effective language teacher into three domains: the subject matter knowledge, pedagogical knowledge and socio-affective skills. Teachers who demonstrate appreciable subject matter knowledge display diligently what they know about what they teach; that is, presenting the content of their discipline assertively. Pedagogical knowledge comprises aptitude with which demonstrations, concepts, analogies, ideas, and explanations are imparted to make the subject matter intelligible to students. It includes the knowledge of target language acquisition theories, teaching methods, and testing. Socio-affective skills enable the teacher to be imaginative, innovative, and interactive and engage students in lively participation in the class.

Generally, effective teachers are taken to be those who have professional training, groomed through professional meetings/associations/conferences, to deliver innovative

instructional techniques, having target language proficiency, cultural understanding, appropriate use of visual and audio instructional media, professional handling of classroom assessment and testing, having socio-affective skills to reduce students second language learning anxiety and capable of maintaining classroom discipline.

## II. METHODOLOGY

The study adopted descriptive research design of correlational type. Six public Junior Secondary Schools were randomly selected from Ibarapa Central Local Government, Oyo State. Forty students from each Junior Secondary School II class (JS Two) were randomly selected; sum up to two hundred and forty (240) students as respondents. All the J.S.S. 2 English language teachers in the selected schools were involved in the study. In all, two hundred and twenty two (222) students and 12 teachers participated fully in the study. Three instruments were used and they are: English Reading Comprehension Achievement Test (ERCAT), Use of Instructional Materials Scale (UIMS) and Teachers' Effectiveness Scale (TES). The ERCAT were drawn from recommended English text used in the schools. UIMS and TES comprised two sections: section A measured the demographic characteristics of the respondents while section B appraised the teachers' use of instructional materials and effective teaching respectively. The instruments were pre-tested in few Junior secondary schools which are not within the sampled population but having similar characteristics. The results were analysed using Cronbach Alpha which yielded reliability coefficients thus: English Reading Comprehension Achievement Test (ERCAT), ( $r = .86$ ), Use of Instructional Materials Scale (UIMS), ( $r = .78$ ) and Teachers' Effectiveness Scale ( $r = .84$ ). In the process of data collection, a teacher was observed four times; at the end of which the questionnaires were administered to them. Two hundred and twenty two students, who attended class regularly in the course of four weeks observation, were allowed to write achievement test. The data collected were analysed using descriptive statistics of frequency counts, mean and standard deviation, as well as Pearson Product Moment Correlation (PPMC) and Multiple Regression at 0.05 level of significant.

## STATEMENT OF THE PROBLEM

Students ability to comprehend that which they have read determined to a large extent their progress and achievement in school. Research has shown that even when a student can read a given text fluently, the task of reproducing the content of the text read and to summarize the information therein is difficult. This shows poor reading comprehension. Attempt have been made in research to address these problems by emphasizing learner centered strategies, the use of instructional materials and teachers' subject mastery at the Senior Secondary Schools with less concern for Junior Secondary School level where solid foundation ought to be laid for vocabulary development and linguistic comprehension. Hence, this study was carried out to investigate the extent to which the use of instructional materials and teachers' effectiveness could predict academic achievement in English Reading Comprehension among public Junior Secondary Schools in Ibarapa Central Local Government of Oyo State.

## III. RESULTS AND DISCUSSION

**RESEARCH QUESTION 1:** What relationship exists among the use of instructional materials, teachers' effectiveness and students' academic achievement in English reading comprehension?

Variable	Mean	Standard deviation	1	2	3
Instructional materials	22.57	8.10	1.000		
Teachers' effectiveness	29.83	6.83	0.698**	1.000	
Achievement in English reading comprehension	36.17	9.45	0.230	0.332**	1.000

N.B: \*\* Significant at  $p < 0.05$

Table1: Summary of Correlation Matrix showing the relationship between the Independent and Dependent variables among respondents

The results from Table1 shows that students' achievement in English reading comprehension had significant correlation with the use of instructional materials ( $r = 0.230$ ,  $p < 0.05$ ) and teachers' effectiveness ( $r = 0.332$ ,  $p < 0.05$ ).

## RESEARCH QUESTIONS

The study provided answers to the following research questions:

- ✓ What relationship exists among the use of instructional materials, teachers' effectiveness and students' academic achievement in English reading comprehension?
- ✓ What is the composite contribution of the use of instructional materials and teachers' effectiveness to students' academic achievement in English reading comprehension?
- ✓ What is the relative contribution of the use of instructional materials and teachers' effectiveness to students' academic achievement in English reading comprehension?
- ✓ Which of the independent variables would predict students' academic achievement in English reading comprehension?

## SIGNIFICANCE OF THE STUDY

The study would contribute to research efforts geared towards finding a prominent solution to the problems of poor performance of students in English reading comprehension particularly at the public Junior Secondary Schools in Oyo State. It will also be an eye opener to teachers and other stakeholders on which of the teacher related factors could most predict students' academic achievement in English reading comprehension.

**RESEARCH QUESTION 2:** What is the composite contribution of the use of instructional materials and teachers' effectiveness to students' academic achievement in English reading comprehension?

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.332	0.110	0.110	21.30222

Summary Regression ANOVA

	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	124858.768	2	62429.384	137.575	0.000	Sig
Residual	1006947.817	219	453.785			
Total	1131806.585	221				

Table2: Summary of Regression Analysis showing the composite contribution of the independent variables (the use of instructional materials and teachers' effectiveness) to students' academic achievement in English reading comprehension

Table 2 shows the composite contribution of the independent variables (the use of instructional materials and teachers' effectiveness) to the prediction of the dependent variable. That is, the use of instructional materials and teachers' effectiveness among public Junior Secondary School II, correlated positively with their academic achievement. The Table also shows a coefficient of multiple correlations (R) of 0.332 and a multiple R square of 0.110. This means that 11% of the variance in the instructional materials and teachers' effectiveness towards students' academic achievement in English reading comprehension among public Junior Secondary School is accounted for by the two predictor variables, when taken together. The significance of the composite contribution was tested at  $p < 0.05$  using the F-ratio at the degree of freedom ( $df = 2/219$ ). The Table also shows that the analysis of variance for the regression yielded a F-ratio of 137.575 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variables was significant and that other variables not included in this model may have accounted for the remaining variance.

**RESEARCH QUESTION 3:** What is the relative contribution of the use of instructional materials and teachers' effectiveness to students' academic achievement in English reading comprehension?

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	73.434	4.857		15.120	0.000
Instructional materials	0.383	0.088	0.188	4.348	0.000
Teachers' effectiveness	0.300	0.063	0.206	4.753	0.000

Table 3: Relative contribution of the independent variables to the dependent variable (Test of significance of the Regression coefficients)

Table3 reveals the relative contribution of the two independent variables to the dependent variable, expressed as beta weights. The partial correlation coefficients of teachers' effectiveness and instructional materials have positive

relationship with the academic achievement in English reading comprehension among public Junior Secondary School II students. The positive value of the effects of teachers' effectiveness and instructional materials is actually determined by positive reinforcement of these two variables. Using the standardized regression coefficient to determine the relative contributions of the independent variables to the explanation of the dependent variable, teachers' effectiveness ( $\beta = 0.206$ ,  $t = 4.753$ ,  $p < .05$ ) is more potent than instructional materials ( $\beta = 0.188$ ,  $t = 4.348$ ,  $p < .05$ ) in that order.

**RESEARCH QUESTION 4:** Which of the independent variables would predict students' academic achievement in English reading comprehension?

The beta weights as shown, implies that teachers' effectiveness was stronger than the use of instructional materials in predicting students' academic achievement in English reading and comprehension.

#### IV. DISCUSSION OF RESULTS

##### RELATIONSHIP AMONG THE USE OF INSTRUCTIONAL MATERIALS, TEACHERS' EFFECTIVENESS AND STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH READING COMPREHENSION

This study found positive significant relationship among the use of instructional materials, teachers' effectiveness and students' academic achievement in English reading comprehension.

A possible explanation for this is that the style and methods that effective teachers adopt in teaching English reading comprehension play vital roles in alleviating students' challenges of vocabulary knowledge, decoding skills, phonic awareness, and limited linguistic background. Effective teachers carefully select instructional materials, and utilize them carefully to achieve the set instructional objectives. Nsa (2012) and Ntasiobi, Francisca and Iheanyi (2014) found successful classroom practice is an interaction effects of well organised learning content, appropriate use of instructional materials and quality instructor. In other words, effective use of instructional materials makes seemingly difficult concepts comprehensible especially concrete objects and audio-visual media. Studies affirmed that careful selection and appropriate utilization of learning materials enhance retention of facts than when teachers give verbal descriptions and encourage rote learning.

##### COMPOSITE CONTRIBUTION OF THE USE OF INSTRUCTIONAL MATERIALS AND TEACHERS' EFFECTIVENESS TO STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH READING COMPREHENSION

Findings of this study showed that the use of instructional materials and teachers' effectiveness among public Junior Secondary School II, correlated positively with their academic achievement. This affirmed that an ideal classroom practice is one which is dynamic and boost positive interaction among

the students, content and appropriate instructional materials. Rather than assuming sole director of classroom activities like in the traditional pedagogy, teachers should enliven their instructional package; empower learners through classroom activities that are fascinating (Li and Olivera, 2015). If this is implemented, innovative classroom practice will be sustained.

#### RELATIVE CONTRIBUTION OF THE USE OF INSTRUCTIONAL MATERIALS AND TEACHERS' EFFECTIVENESS TO STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH READING COMPREHENSION

The study found that the relative contribution of instructional materials and teachers' effectiveness to students' academic achievement was significant. This might not be far from the fact that instructional materials have been identified as capable of enhancing learning. Alabere (2017) evaluated the use of instructional materials in teaching English language as a second language among secondary school students. In the study, the performance of students taught with instructional materials was encouraging while secondary school students not taught with the use of teaching materials was very poor. The study asserted that the use of instructional materials enable both the teachers and students to participate actively and effectively in lesson sessions, give room for acquisition of skills and knowledge and development of self- confidence and self- actualization.

As well, teachers' factors cannot be underestimated in teaching and learning process. Characteristics of effective English language teacher are found to sustain positive learning environment. Wichadee and Orawiwatnakul (2012) evaluated the quality of effective teachers in the classroom and found organization and communication skills and socio-affective skills as determinant of students' cooperation and active participation in the classroom activities.

#### THE USE OF INSTRUCTIONAL MATERIALS AND TEACHERS' EFFECTIVENESS AS PREDICTORS OF STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH READING COMPREHENSION

The beta weights as shown implies that teachers' effectiveness was stronger than the use of instructional materials in predicting students' academic achievement in English reading and comprehension. In the course of the research, it was discovered that teachers depended on the use of textbooks, workbooks, use of chalkboard and a few flash-cards as a result they exerted more energy on talking and reiterating facts in other to aid students' cognition. In like manner,

Çakir (2015) found that most of the teachers were reluctant to use many of the highly beneficial materials due to reasons including overcrowded classes, limited technological knowledge, lack of time for preparation, curricular time constraints, heavy work load and burnout.

#### V. CONCLUSION

This study investigated the use of instructional materials and teachers' effectiveness as correlates of students' academic achievement in English reading comprehension in Ibarapa Central Local Government of Oyo State. Findings revealed that the use of instructional materials and teachers' effectiveness are good predictors of students' achievement in English reading and comprehension but that teachers' effectiveness is stronger. It could be concluded that when teachers are passionate about teaching, their level of commitment will bring every other thing in the system under control such as instructional materials available, students' interaction, and classroom atmosphere, in a way that, there will be harmonious interplay which will eventually actualize the instructional objectives.

#### VI. RECOMMENDATIONS

Based on the findings of the study, it is recommended that:

- ✓ Teachers of English should be motivated, given all the support needed to make them committed to their job.
- ✓ Regular English language teaching workshops need to be organized by the Ministry of Education for teachers to equip them with innovative skills that could meet the demands of modern language teaching particularly in the use of instructional media.
- ✓ Apart from course-books and chalkboard, teachers should be encouraged to use modern instructional materials to motivate learners and maintain interactive classroom practice.
- ✓ Seminars and workshops where masterpiece of teachers' effectiveness are displayed be organised for teachers regularly.

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