

**Instructional Materials and Students Academic Performance in Ibibio Language in Public Schools in Uyo Local Government Area, Akwa Ibom State****Ekaette E. Nyoho & Inyene-Obong O. Essien**Department of Curriculum Studies,  
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Uyo, Akwa Ibom state**Abstract**

*This study examined the relationship between usage of instructional materials and students' academic performance in Ibibio Language in Uyo Local Government Area of Akwa Ibom state. To guide the study, three research questions and hypotheses were formulated. The study adopted a correlation research design to find out the relationship between usage of instructional materials and students' academic performance in Ibibio language. Three thousand four hundred senior secondary two (SS2) students in the ten public secondary schools in the area of the study constituted the population of the study. A sample size of 308 students was selected using random sampling technique. The researchers' developed instrument titled "Instructional Materials and Students' Academic Performance Questionnaire (IMSAPILQ)" was used to obtain data for this study. Data collected were analysed using Pearson's Moment product Correlation at 0.05 alpha level of significance. The study revealed that usage of instructional materials significantly relate with students' academic performance in Ibibio language. It was therefore concluded that there is a significant relationship between usage of instructional materials and students' academic performance. Based on the findings, it was recommended that both teachers and students should be exposed to language laboratory facilities and standard print materials in Ibibio.*

**Keywords:** Academic-achievement, Audio-visual, Availability, Ibibio language, print materials,

**Introduction**

Nigeria is a multilingual country. According to Essien (1990), Ibibio is the fourth largest language in Nigeria after Hausa, Igbo and Yoruba. In Akwa Ibom State, it is spoken in fourteen local government areas: Uyo, Itu, Etinan, Nsit Ibom, Nsit Atai, Nsit Ubium, Ibesikpo Asutan, Ikono, Etinan, Mkpato Enin, Ikot Abasi, Eket, Ibiono Ibom and Onna. The Ibibio language plays an important role in the development of the Ibibio people. It is seen as a vehicle through which the cultural values of the people thrive and are sustained. It is perhaps this relevance of an indigenous language to the promotion of the cultural heritage of the environment in which the language is used and more that moved the National Education Commission to review the educational system and stress the need of Nigerian languages (Ibibio inclusive) in the curriculum. This step serves as a means of reviving the Ibibio language in particular in various schools both primary and secondary, which could go a long way in improving the academic performance of learners of the language.

In spite of the effort by the government to better the teaching and learning of indigenous languages, it is still observed that students dread studying Ibibio language and those who have taken a university course in the language performed poorly in examination.

It is observed that students who study Ibibio in schools are not provided with reading materials by their parents and school management. As pointed out by Dunhill (2004) that “when people have listened to the teachers exposition, they should be able to read deeply and to gain another interpretation of point.” The above statement implies that the exposure to relevant materials affect students intelligence positively, without this exposure the understanding of the new variety of Ibibio words remain at the lowest ebb and this becomes hindrance in the student’s learning process thereby affecting their academic performance. This deficiency apparently would be curbed if appropriate language learning approaches and instructional materials are adopted.

Instructional materials in contemporary considerations describe all teaching aids, resources, apparatus or instructional media used to make the teaching and learning process effective. They are objects and learning aids (Ibe-Bassey, 2002). He further viewed them as objects and devices that have been systematically designed, produced and evaluated, which an instructor uses to transfer information to learners with the intention to facilitate teaching and learning.

The language laboratory is a room in a school or college that contains special equipment to help students learn languages by listening to tapes, CDs, watching videos; listening to model pronunciations; repeating and recording the sounds; listening to their performance; and comparing with the model. As observed by David and Thayalan (2007), the language laboratory is required by the language learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. Thus, it is seen as an important instructional tool as it provides practice in reading comprehension, speaking, listening and repeating with the goal of reinforcing the grammar, vocabulary, and function (grammatical structures) presented in the classroom. He observed that the language laboratory provides a facility which allows students to listen to model pronunciations, repeat and record the sounds, listen to their performance and compare with the model and do self-assessment. That way, learners of Ibibio language, for instance, would have the opportunity to analyze their speech with a view to spotting out areas of deficiency. Thus, they are able to imbibe appropriate sound and grammatical features of the Ibibio language, thereby increasing their academic achievement in the language. In other words, the language laboratory gives learners the freedom to learn at their own pace. According to Richard (2001), to acquire the sensibility of the sound, rhythm and grammar of a language, one has to hear the best samples of all spoken language. Thus, language laboratory is required by any language learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication.

Innate in the Ibibio language are sound property which could be analyzed in the laboratory. However, due to unavailability and or non usage of standard language laboratories in schools, Ibibio Students has been noticed to record a significantly high level of speech deficiency. They, for instance, are unable to show, in their pronunciation, a clear distinction between the two nasal sounds /n/ and /m/ ‘ñka’ and ‘mkpa’, paying attention to the fact that while the former is an alveolar nasal, the latter is a bilabial nasal. This shows that lack of language laboratory could create difficulty for learners to identify the verbal errors they make while communicating. Research has shown that a language laboratory is very useful for assessment of students’ speech as it provides students with the technical tools to derive the best samples of pronunciation of the language.

The learning of Ibibio language could greatly be enhanced also by the use of visual and audio materials because they help in the transmission, dissemination and decoding of information. As Singh (2005) defined "Any device which by sight and sound increase the individuals' practice, outside that attained through read labeled is an audio visual aid". They are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating. Audio-Visual aids are effective tools that invest the past with an air of actuality. They, when used, encourage body movement and may strengthen the control of classroom (Jain, 2004). The use of audio-visual aids in teaching learning process has multifarious values (Mohanty, 2001).

The visual learning aid such as the video, films, slides which look attractive encourage learners to participate fully during learning process. They are capable of attracting learners attention, simplifying concepts, familiarizing the learners with the topic being taught. This is due to the fact that the use of such physical qualities of the learning aids provides knowledge acquisition and skills adaptation, hence the improvement in their academic performance. In the absence of these instructional materials the teacher adopts the lecture methods as means of disseminating knowledge in the classroom, thereby making the classroom instruction teacher centered and personalized. This method consequently would give the learners the impression that Ibibio language is complicated and difficult to comprehend thereby making the learning process ineffective.

Besides Audio-visual, availability and usage of print materials can also improve the academic performance of Ibibio Students. They have been observed as a powerful strategy to bring about effective teaching and learning. Print materials such as textbooks, work books and journals help to facilitate teaching process. According to Tambo (2003) print materials are instructional materials such as textbooks, workbook, journals and newspaper which facilitate teaching and aid learner understanding. It is highly observed that most of these teaching aids are rarely used by Ibibio teachers in teaching and learning process which makes students not to understand concepts in the language that would have been understood if such materials were used effectively. As a result of this, students are affected negatively in their academic performance. This is confirmed by Olayinka (2010) who observed in his work that students taught with the use of print materials have excellent achievement score than those without thus recommending teachers to employ essential print materials.

Bantiloa (2014) in his own opinion stated that the use of print materials for the teaching – learning process is indeed helpful and beneficial most likely for the part of the teachers. It tends to aid the preparation of lesson in order to provide effective instruction before being passed to learners. With this, print materials serve as reinforcement which provide additional information to the teachers which make teaching more effective and interesting. Through the use of print materials, teachers indirectly teach students how to take charge of their own learning. Nwike and Catherine (2013) concludes that students tend to learn and perform better academically when they are taught with print materials because the availability of print materials give students the opportunity to acquire knowledge and skills, development of self-confidence and actualization, understanding of concepts and most importantly higher academic performance.

Furthermore, amongst all the learning processes of a teacher, the most significant is extensive reading of books. It is observed in secondary schools, for instance, that Ibibio teachers lack sufficient and basic reading materials written in Ibibio language. In most cases, some of the books available are either out-dated or irrelevant. Consequently, when these

teachers do not read to boost their knowledge, they are not exposed to the variety of changes which might have occurred both in the language and in the curriculum. Thus, this study seeks to examine the relationship between instructional materials and students' academic performance in Ibibio language.

### **Statement of the Problem**

Ibibio language had for years been accepted and recognized as a subject in the school curriculum. It has been observed that there exist lots of problems for learners trying to learn the language as noticed in their oral communication and academic performance. The students encounter challenges in spelling, grammar, reading, speaking and writing of the language.

As observed in most secondary schools, Ibibio language teachers do not use instructional materials when teaching and this overtime could create negative effect on the students academic performance. Some of these effects include, the students inability to concretize the lesson that is being taught, they are unable to visualize and have mental picture of the lesson. This makes the students to easily forget what they have been taught. Without the use of instructional materials, learning becomes boring to the students and they may easily lose interest when there is nothing like instructional materials to motivate them. In addition, unavailability of instructional materials could make the students passive listeners and thus reduces their thinking ability as they encounter difficulty in reasoning things on their own. It is because of this problem that the researchers seek to find out how instructional materials relate with students' academic performance in Ibibio language in public secondary schools in Uyo Local Government Area.

### **Purpose of the Study**

The study is aimed at determining the relationship between the usage of instructional materials and students' academic performance in Ibibio language in Uyo Local Government Area. The specific objectives were to:

1. Determine how usage of language laboratory facilities relates with students' academic performance in Ibibio language.
2. Determine how usage of audio-visual relates with students' academic performance in Ibibio language.
3. Determine how usage of print materials relates with students' academic performance in Ibibio language.

### **Research Hypotheses**

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between the usage of language laboratory and students' academic performance in Ibibio language.
2. There is no significant relationship between the usage of audio-visual and students' academic performance in Ibibio language.
3. There is no significant relationship between the usage of print materials and students' academic performance in Ibibio language.

### **Methodology**

The study adopted a correlation research design to determine the influence of instructional materials on students' academic performance. The design was deemed relevant because the researchers were to collect, analyze and report data as they exist in the field

without manipulation. The population of the study comprised of 3400 students in Senior Secondary Two (SS II) in the 10 public secondary schools in the area of the study (Uyo), statistics from school principals' record (2020/2021) academic session.

Uyo Local Government Area has 10 public schools. The names of the schools were written in a piece of paper and folded. Four papers were picked representing the schools used for the study. Furthermore, proportionate approach of 9% and simple random sampling of balloting were employed for sampling of students thereby resulting to 308 students used as the sample size for the study.

The researchers developed instrument entitled Instructional Materials and Students' Academic Performance in Ibibio Language Questionnaire (IMSAPILQ) was used for the study. The questionnaire was divided into sections A, B and C. Section A derived personal data of the respondents. Section B contained items which relate to use of language laboratory, use of audiovisual aids and use of print materials. This section contained five (5) questions each on the three variables making a total of fifteen (15) questions based on the following keys;

- SA - Strongly Agreed
- A - Agreed
- D - Disagreed
- SD - Strongly Disagreed

The instrument was scored on a four-point responses scale which Strongly Agreed (SA) was scored 4 points, Agreed (A) 3 points, Disagreed (D) 2 points and Strongly Disagreed (SD) 1 point. Section C contained 20 questions developed for Achievement Test on Academic Performance. Five (5) questions was on comprehension, while ten (10) was on lexis and structure as well as five (5) on oral. The questions were answered by circling the option which best appeals to the respondents. The scoring of each question was 5 marks with the total score 100 percent. The instrument was validated by three experts from the Department Of Curriculum Studies, University of Uyo. The instrument was tested twice on 30 students who were not part of the sample to determine the reliability of the instrument. The scores obtained were subjected to a Pearson's Product Moment Correlation (PPMC) test, which gave a value of 0.81. Pearson's Product Moment Correlation (PPMC) was used to analyse the data. The r-value of Pearson's statistics was used to answer the research questions while p-value was used to test the null hypotheses at 0.05 significance level.

**Presentation of Results and Findings**

There is no significant relationship between the usage of language laboratory and students' academic performance in Ibibio language.

**Table 1:** Pearson's r test of correlation relationship between usage of language laboratory and academic performance in Ibibio language

Variables	df	r-value	p-value	Remark
Use of language laboratory		.547	.000	Sig.at 0.05
Students' academic performance in Ibibio language	282			

*Significant at 0.05 alpha level.*

From Table 1, the relationship between language laboratory and students' academic performance at the 282 degree of freedom and p-value is equal to 0.000. This is less than 0.005 critical p-value. Thus, the hypothesis which stated that there is no significant relationship between use of language laboratory and students' academic performance in Ibibio language is rejected. This means that the use of language laboratory significantly relate with students' academic performance in Ibibio language.

**Testing Hypothesis 2**

There is no significant relationship between the usage of audio-visual aids and students' academic performance in Ibibio language.

**Table 2:** Pearson's r test of correlation relationship between audio-visual aids and students' academic performance

Variables	df	r-value	p-value	Remark
Use of audio-visual aids		.361	.000	Sig.at 0.05
Students' academic performance in Ibibio language	282			

*Significant at 0.05 alpha level*

The results from Table 2 showed that the relationship between audio-visual usage and students' academic performance at the 282 degree of freedom and p-value is equal to .000. This is less than 0.05 critical p-value. Thus, the hypothesis which stated that there is no significant relationship between use of audio-visual aids and students' academic performance in Ibibio language is rejected. This means that the use of audio-visual aid is significantly related with students' academic performance in Ibibio language.

**Testing of Hypothesis 3**

There is no significant relationship between the usage of print materials and students' academic performance in Ibibio language.

**Table 3:** Pearson's r test of correlation relationship between the usage of print materials and students' academic performance in Ibibio language

Variables	df	r-value	p-value	Remark
Use of print materials		.550	.000	Sig.at 0.05
Students academic performance in Ibibio language	282			

*Significant at 0.05 alpha level.*

The result from table 3 showed that the relationship between the use of print materials and students' academic performance at the 282 degree of freedom is equal to .000. This is less than 0.05 critical p-value. Thus, the hypothesis which stated that there is no significant relationship between use of print materials and students' academic performance in Ibibio language is rejected. This means that the use of print materials significantly relate with students' academic performance in Ibibio language.

**Discussion of the Findings**

The result of the analysis presented in hypothesis 1 revealed that the usage of language laboratory significantly relates with students' academic performance. This implies

that the use of equipped language laboratory by students creates opportunity for practice in reading, comprehension, speaking, listening and repeating with the goal of reinforcing the grammar, vocabulary, and grammatical function presented in the classroom for teaching and learning process thereby leading to improvement of students' academic performance. This is in line with the finding of the study of Mambo (2004) who described the language laboratory as one of the foundation of language instruction. At this end, there is need for language laboratory in the effective performance of students in Ibibio language.

The result of the analysis presented in hypothesis 2 revealed that usage of audio-visual aids significantly relate with students' academic performance. This result implies that when teachers make use of audio-visual aids, there will be enhancement of students' academic performance. The reason for the outcome of the result is that the use of visual instruction by teachers makes abstract ideas more concrete to the learners for easy understanding of concepts. Audio-visual aids make learning more permanent as one of the major goal of all teaching is for the students to be able to retains as much knowledge being acquired. This is a line with the finding of Rasal (2011) who conducted a study to establish the effectiveness of audio-visual aids in teaching-learning process of university level. The result of the study showed that (1) the respondents viewed that audio-visual aids play important role in teaching-learning process (2) audio-visual aids provide knowledge in depth and details (3) it motivates both teachers and students. Based on the finding of the study, it was concluded that provision of audio-visual aids for teaching in schools should be accorded top priority by stakeholders in education sector.

The result of the analysis presented in hypothesis 3 revealed that print materials significantly relates to students' academic performance in Ibibio language. This result implies that when there is availability of print materials, there will be enhancement of students' academic performance. This is because print materials are relevant reading materials which play vital role in the study of Ibibio language. A subject like Ibibio needs the use of standard materials for reading and teaching in schools as this would enable the learners to be more committed to their study thereby boosting their knowledge rather than depending on their teacher. No normal human being would be able to retain everything he/she is taught so there is need to refer to books. When students have listened to the teachers exposition, they should likewise refer to prescribed printed materials for effective academic performance. The finding of the study is in tandem with Prasetya (2018) who conducted a study to examine the interaction of textbooks and learning motivation towards learning outcomes. The result showed thus:

1. There was a significant difference in learning outcome between groups of students who studied with manual and digital textbooks.
2. There was a significant difference in learning outcome between group of students who have high and low learning motivation. Thus, the use of print materials and learning motivation can improve learning outcome of students.

### **Conclusion**

From the result of the findings of this study, it is concluded that instructional materials namely: language laboratory facilities, audio-visual aids and print materials significantly relate with students' academic performance in Ibibio language. This implies that if teachers and students make use of language laboratory facilities, audio-visual aids and print materials, students' academic performance in Ibibio language will improve.

**Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Language laboratory facilities should be made available for use in schools by teachers and students.
2. Teachers should be encouraged to use audio-visual aids in teaching Ibibio language in schools.
3. The ministry of education should see to it that qualified Ibibio teachers only are recruited to teach in public secondary schools.

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