

The Place of Instructional Materials in Quality Teaching at Primary School Level in Katsina Metropolis, Katsina State,

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Abstract---The use of instructional materials is an indispensable tool that enhances qualitative teaching and learning especially at the primary level. Instructional materials are used to facilitate comprehension of ideas in the learners as well as ensure long term retention of ideas and topics taught to pupils. This study examined the relevance of using instructional materials at primary schools in Katsina metropolitan, Nigeria. It employed survey design using cluster sampling technique. The questionnaire was used to gather data for analysis, and statistical and frequency tables were used to analyze the data gathered. The results show that teachers and students alike have realized the effectiveness of modern instructional materials in teaching and learning for the attainment of set objectives in the basic primary education policy. It also discovered that reluctance in the use of instructional materials will hamper the achievement of qualitative primary education. The study therefore suggests that there should be the provision of adequate and up-to-date instructional materials to all primary schools in Katsina State for effective teaching and learning.

Keywords---Instructional Materials, Quality Teaching, Indispensable tool, and Primary School.

I. INTRODUCTION

It has been agreed that Primary Education is the foundation and bedrock of the subsequent educational levels - secondary, tertiary and university. Success or failure at the primary level, most likely, leads to the success or failure at subsequent levels. However, it has been observed that graduates of most Primary schools often do not exhibit sound readiness to face future educational challenges expected of them. This despite the fact that some schools may have the best of facilities; and yet, fail to produce strong pupils due to the negligent of teachers toward the use of instructional materials in teaching and learning process. In the light of this, the study examines the relevance of instructional materials in teaching and learning process especially at primary school level. Education is the most significant instrument of change and, therefore, Primary Education is an essential tool towards the realization of any changes that shape one's life permanently. To achieve any changes, there should be effective teaching and learning right from basic level. However, it is observed that the standard of learning in Primary schools is below expectation due to unprofessional approach by the teachers at Primary schools, particularly in the use of instructional materials in teaching and learning process.

II. OBJECTIVES OF THE STUDY

The specific objectives of this study are:

- a) to find out how teachers of primary schools in Katsina metropolis, frequently use instructional materials during teaching;
- b) to identify the significance of instructional materials in teaching and learning process;
- c) to identify problems that might occur due to lack of use of instructional materials in teaching;
- d) to prefer solutions to the identified problems above.

III. RESEARCH QUESTIONS

- i) Do the primary school teachers use instructional materials while teaching?
- ii) Does the government provide necessary instructional materials to primary schools?
- iii) To find out the reaction of pupils when teachers use instructional materials and vice – vase.

IV. REVIEW OF LITERATURE

In order to ensure efficient teaching and learning situation, it is of paramount importance to every teacher whose interest is to promote effective learning of his pupils should adopt the habit of using instructional materials in his classes. The task in this area is to review literatures related to the topic. Also the study shall attempt to define instructional materials, its place and relevance in teaching and learning as well as the implications occurred due to lack of it in teaching and learning process.

V. DEFINITION OF INSTRUCTIONAL MATERIALS

Teaching as a concept requires that teachers should not only have knowledge and skills in a subject but also the professional competence in the use of methods and materials to be able to influence the behavior of learners by using instructional materials. Defined instructional materials as ways and means of making the teaching and learning process easy, more meaningful and understandable [6]. In a similar definition, explained that instructional materials are designed to promote and encourage effective teaching and learning experiences [5]. In view of the above definitions, instructional materials are therefore, sight tools for teachers at all levels of education process for effective instructional delivery and promote learner's academic achievement and enable the achievement of the stated objectives of a lesson.

VI. THE PLACE OF INSTRUCTIONAL MATERIALS IN TEACHING - LEARNING PROCESS

The sole aim of any teacher is to ensure effective teaching and learning on the part of his pupils. Therefore, no teaching is possible at any significant age level without the use of instructional materials. And no teacher who hopes to promote learning can ignore the use of instructional materials in teaching and learning. The use of instructional materials obviously helps the students in remembering and retaining what they have learnt. Described instructional materials as instruments used to transmit information, ideas and notes to learners [1]. Also, indicate that the role of instructional materials in teaching and learning is one of the most important and widely discussed issues in contemporary education policy [7]. Therefore, instructional materials are paramount important issues in classroom interaction and successful transfer of knowledge from the teacher to the learners.

VII. RELEVANCE OF INSTRUCTIONAL MATERIALS IN TEACHING AND LEARNING PROCESS

Effective use of instructional materials and its relevance with the topic would enable the learners to effectively learn and retain what they have learnt and thereby advancing their performance in the topic been taught. Stated that learning is a process through which knowledge, skills, habits, facts, ideas and principles are acquired, retained and utilized; and the only means of achieving this is through the use of instructional materials in teaching process [2]. Therefore, the use of relevant instructional materials helps and enhances teachers to teach effectively and productivity during teaching process. Moreover, who noted that are only the teachers who will guarantee effective and adequate usage of instructional materials and thereby facilitate success in learning [3].

Honestly, a teacher who makes use of appropriate instructional materials to supplement his teaching will help and enhance learners' innovative and creative thinking as well as help them become believable spontaneous and eagerness in any lesson.

VIII. IMPLICATIONS MIGHT OCCUR DUE TO THE LACK OF INSTRUCTIONAL MATERIALS IN TEACHING AND LEARNING PROCESS

Lack of instructional materials in teaching and learning might cause inattention and poor learning which may result to hamper the achievement of the set objectives of a lesson. Stressed that "as teachers, we have to motivate students to learn [4]." He further stated that as a matter of fact, to motivate the students to learn effectively, instructional materials are at head in such activity; and no learning is possible without instructional materials. Absence of instruction materials in teaching and learning might come across with these problems;

- i. Aimless wandering
- ii. Failure to achieve objectives
- iii. Poor connection with preceding or subsequent lessons

Also, lack of instructional materials in teaching and learning can lead to the following consequences:

- Poor or reduced learning effort,
- Frustration (for both the teacher and the students), and
- A waste of time with no achievement.

Therefore, instructional materials are the essential and paramount tools in teaching and learning process.

IX. METHODOLOGY OF THE STUDY

The study employs survey design using cluster sampling technique. The questionnaire was used to gather data for analysis. Statistical and frequency tables using liker scales of measurement were used to analyze the data gathered with the aim of establishing the place of instructional materials in teaching and learning for quality teaching right from the lower level of education. The cut-off mean of 3.00 was determined along the following logic; the sum of weight (5, 4, 3, 2 and 1) is 15 which when divided by 5 (number of response categories) yield 3.00. It follows that determinants will be agreed if weighted mean is greater than cut-off mean points and vice versa. The population of this study comprised 958 teachers and 5999 primary six pupils in the forty-seven (47) public Primary schools in Katsina metropolis, Katsina State Nigeria. Cluster sampling technique was used whereby 100 teachers (10.4%) and 940 primary six pupils (15.6%) were selected as sample from 20 selected primary schools, five (5) primary schools from each of four parts (East, West, North and South) of Katsina metropolis.

X. PUPILS' QUESTIONNAIRE

TABLE I: DO YOUR TEACHERS ALWAYS USE INSTRUCTIONAL MATERIALS IN THEIR LESSONS?

RESPONSE	NO. OF RESPONDENTS	PERCENTAGE (%)
YES	827	88
NO	113	12
TOTAL	940	100

From the above table, it reveals that out of 940 respondents, 827 respondents which comprise 88% of the respondents are of the view that teachers always use instructional materials in their lessons as against 113 respondents comprising 12% of the respondents viewed that teachers do not always use instructional material in their lesson.

TABLE II: DOES THE USE OF INSTRUCTIONAL MATERIALS IMPROVE YOUR UNDERSTANDING OF THE LESSONS?

RESPONSE	NO. OF RESPONDENTS	PERCENTAGE (%)
YES	940	100
NO	-	-
TOTAL	940	100

This table shows that 100% representing 940 respondents stated that use of instructional materials in teaching by their teachers, improved their understanding of a lesson.

TABLE III: DO YOUR TEACHERS USE REAL OBJECTS IN SOME LESSONS?

RESPONSE	NO. OF RESPONDENTS	PERCENTAGE (%)
YES	579	61.6
NO	361	38.4
TOTAL	940	100

The table above explains that 61.6% representing 579 respondents have shown that their teachers use real objects in some lessons, whereas 38.4% representing 316 respondents were on the opinion that their teachers are not using real objects when teaching them.

TABLE IV: IS THERE A LIBRARY IN YOUR PRIMARY SCHOOL?

RESPONSE	NO. OF RESPONDENTS	PERCENTAGE (%)
YES	661	70.3
NO	279	29.7
TOTAL	940	100

The above analyzed Data shows that 70.3% representing 661 respondents indicate that there is Library in their Primary School, while 29.6% representing 279 respondents show that there is no School Library in their Primary School.

TABLE V: ARE THERE VARIOUS LEARNING MATERIALS SUCH AS TEXTBOOKS, STORY BOOKS, CARTOONS, ETC. IN THE LIBRARY?

RESPONSE	NO. OF RESPONDENTS	PERCENTAGE (%)
YES	579	61.6
NO	361	38.4
TOTAL	940	100

The table has expressly indicated that 61.6% representing 579 respondents responded that there are various learning materials in their school library, whereas 38.4% representing 361 respondents indicated less learning materials in the school library.

TABLE VI: DO YOUR TEACHERS MAKE USE OF THE VARIOUS LIBRARY MATERIALS IN YOUR LESSONS?

RESPONSE	NO. OF RESPONDENTS	PERCENTAGE (%)
YES	496	52.8
NO	444	47.2
TOTAL	940	100

It is clearly indicated in the above table that 52.8% representing 496 respondents are on the opinion that their teachers make use of the various library materials in their lesson, while 47.2% representing 444 respondents were on the against side.

XI. TEACHER'S QUESTIONNAIRE

S/N	DETERMINANTS	SA	A	D	SD	U	Weighted point	No. of respondent	Mean point	Remarks
1	Teachers in primary schools (irrespective of the subject they teach) use adequate instructional materials while teaching	5	4	3	2	1	15		3.00	
		5	30	40	25	—				
		25	120	120	50	—	315	100	3.15	AGREED
2	There is significant relationship between use of instructional materials and teaching/ learning process.	25	50	25	—	—	400	100	4.00	AGREED
		125	200	75	—	—				
3	Government of Katsina State makes adequate provisions of instructional materials at all primary schools in the state.	20	25	30	20	5	335	100	3.35	AGREED
		100	100	90	40	5				
4	In the absence of instructional materials, teachers improvise to ensure effective teaching and learning	10	65	15	10	—	375	100	3.75	AGREED
		50	260	45	20	—				
5	Non-use of instructional materials hampers the achievement of qualitative education.	40	25	20	15	—	390	100	3.90	AGREED
		200	100	60	30	—				
OVERALL MEAN SCORE		1815/500=3.63					3.63			AGREED

From the above table the respondents agreed that Teachers in primary schools (irrespective of the subject they teach) use

adequate instructional materials while teaching, this is because weighted mean point of 3.15 is greater than the cut-off mean of 3.00. It was also agreed that there is significant relationship between use of instructional materials and success of teaching/ learning process, as equally greed by the item statement in determinant (D₃) that Government of Katsina State makes adequate provisions of instructional materials at all Primary Schools in the state. It was also agreed that teachers improvised instructional materials if not available and the results reveal that non-use of instructional materials in teaching and learning hampers the achievement of qualitative education and set objectives as heavily represented by weighted mean score of 4.00, 3.35, 3.75, 3.90 and overall mean score of 3.63 respectively.

XII. FINDINGS

The following facts have been established as the findings of the study:

1. Instructional materials are at the heart of learning and without which effective learning is far from achievable.
2. Once instructional materials are used in teaching and learning, pupils are anxious to learn, and their level of understanding is improved.
3. The extent to which the instructional materials are used in teaching, the extent to which the pupils learn.
4. The majority of teachers appreciate the significance of instructional materials in teaching and learning process, especially at the primary school level.

XIII. SUGGESTIONS/RECOMMENDATIONS

Based on the results of this study, the researcher recommends the following:

1. Enough funds should be allocated to all public primary schools in Katsina state for the provision of instructional materials for use in teaching and learning.
2. A well equipped library should be provided for teachers and pupils' use in every public primary school in the state.
3. Teachers should frequently evaluate each available instructional material to ensure its functionality and suitability prior to using it in the class.
4. Obsolete or unsuitable instructional tools should be updated or be completely replaced for quality and effective teaching and learning.
5. Teachers should be resourceful to procure any instructional materials and tools which are indispensable to teaching and learning at the primary level.

XIV. CONCLUSION

The study has found out that instructional materials are very essential for any meaningful learning to take place in primary schools. The acquisition of sound knowledge at primary school level, which lays a solid foundation for further educational achievements of a child, depends largely on the teachers' ability to rouse pupils' interest towards learning. Also, the study discovered that reluctance in the use of instructional materials by the primary school teachers can hamper the achievement of qualitative primary education. The

study therefore suggests that there should be the provision of adequate and up-to-date instructional materials to all primary schools in Katsina State for effective teaching and learning.

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