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Instructional Resources for the Implementation of the New JSS English Language Curriculum in Adamawa State Nigeria

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ABSTRACT

The study examines Teachers' Perception on the Availability and Utilization of Instructional Resources for the Implementation of the New JSS English Language Curriculum in Adamawa State Nigeria. Two specific objectives and research questions were formulated to guide the study. The study adopted a descriptive survey design. The population of the study consisted of all the 1012 English language teachers in the 587 junior secondary schools in Adamawa State in the 2018/2019 academic session. A sample size of 420 English language teachers was selected from the population which represented 45% of the population. The instruments used for data collections are Junior Secondary School English Language Curriculum Implementation Questionnaire (JSSELCIQ) and The Junior Secondary School English Language Curriculum Implementation checklist (JSSELCIC). The instruments were scrutinized by two processes of validation namely; face and content validation. Cronbach Alpha was used to determine the reliability of the instrument which showed 0.85 indicating a very strong inter-item consistency of the instrument. Data analysis was done using descriptive statistics of chi-squre (χ^2) to test the two null hypotheses formulated. The findings of the study indicated that availability and utilization of instructional materials, frequency in the use of evaluation methods and English language teacher experience significantly influenced the implementation of the new JSS English language curriculum. The study concluded that there is a crucial need to availability utilization of instructional materials for the implementation the JSS English language curriculum. It was recommended that for improved performance of students in English language skills, Ministry of Education should encourage free supply of instructional materials to public Junior Secondary Schools in the state.

Keywords: Teachers' Perception, Availability, Utilization and Instructional Resources

Introduction

English Language as a medium of communication globally can be traced to the early 15th century during European colonization of the third world countries (Makinde & Tom-Lawyer, 2018). However, today, English Language it is spoken by over two billion people in the world in various dialects and at different proficiency levels. As English has gone beyond its natural borders, non-native speakers of English outnumber native speakers three to one as asserted by Crystal (1997, 2003).

Adeyemi and Ajibade (2014) observed that the Federal Government of Nigeria, in recognition of the pivotal role of language, makes provisions for it in the National Policy on Education (NPE) (FGN, 2004). The National Policy on Education reflects government's intention of using the Mother Tongue (MT) as a medium of instruction in the early stage of a child's school life, with transition to English Language as a medium of instruction in the Upper primary classes. The medium of instruction in the primary school shall be the language of the environment for the first three years. During this period, English shall be taught as a subject. From the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment.

Amuseghan, Adeniyi-Egbeola and Olowoyeye (2022) opine that most curriculum reforms over the years have sought to make a thorough re-examination of the aims, goals, objectives, methods, and materials involved in the effective implementation of English Language curriculum. As highlighted by Omosewo and Salami (2018), one school of curriculum development states that, the achieved curriculum is the effective one. However, before, this feat in curriculum is achieved, there is other perspectives from which curriculum could be looked at such as the prescriptive curriculum, intended curriculum practice and implemented curriculum.

Oribabor (2017) stated that English language is regarded as the backbone of all the other subjects taught in schools, because English language is the medium of instruction in most secondary and tertiary institutions of formal learning in Nigeria. There has always been public concern about the poor performance of students in external English Language examinations (Akeredolu-Ale, 2017). There have been incidents of mass failure recorded at the Primary and junior secondary examinations conducted in the country (Asikhia, 2019). Hence, at the senior secondary and tertiary levels, reports also abound on the continual failure of students in English Language (Adekola, 2012) and these mass failures in English Language have been attributed to their faulty foundation (West African Examination Council, 1999). This continual release of poor results by the West African Examination Council (WAEC) has engendered general interest and research into this problem (Adekola, 2012).

Kolawole and Dele (2020) observed that, the overall aim of language teaching is to create in the learner the capacity to communicate in the target languages, particularly English language. Regrettably, a number of language activities in our language textbooks carried out by English language teachers and students do not conform to the true nature of communication. There are inadequacies in the teachers-centred method which include the use of lecture and note taking by students against the learner-centred methods which makes the learner the centre of learning through activity engagement, organization of learning materials and direct participation through problem solving (Abdulhamid, 2013). Some of the factors responsible for these short comings are overcrowded classes, the pressure to cover the course contents and syllabus with a limited time frame, lack of instructional materials, and lack of motivation for teachers and over loaded curriculum with a student offering a curriculum of 14 subjects in the junior secondary school level (Daloglu, 2017). Therefore, English language teachers teach English Language mechanically and students learn mechanically too without being meaningfully involved in the generation of their own knowledge. Therefore, teaching and learning activities become teacher-centred and teacher dominance of cognitive learning outcomes, rather than effective communicative and linguistic competences (Yunusa, 2016). This raised a question of how does the availability and utilization of instructional resources influence the in implementation of the new JSS English Language curriculum? And what is the influence of assessment methods on the implementation of the new JSS English Language curriculum?

Statement of the Problem

Today, many graduates from Nigerian secondary schools cannot communicate effectively in English language (Ademola, 2015). They are curiously idle because they lack the pre-requisite for English Language skills competence for job creation despite the secondary education received.

English Language is a core subject in the curriculum which every candidate must pass at credit level to be certified. However, the standard and performance of students in English Language has continued to decline at all levels of the educational system in the country. English Language curriculum emphasizes the development of the four language skills, which are listening, speaking, reading and writing. Isuigo-Abanihe in Nwachuku (2015) notes that, even though there is an apparent consensus existing in terms of what the objectives of the English Language curriculum should be, it has been observed that practice differs from prescription because the four English language skills emphasized by the curriculum are not being achieved.

The researchers also observed that the mass failure syndrome in English Language has continued up till today due to poor teaching methods, lack of instructional materials (Ademola, 2015), unqualified English Language teachers (Adetayo, 2015) and textbook related factors among others (Agharuwhe & Nkechi, 2017). It is in the light of these problems that this study will explore the Teachers' Perception on the Availability and Utilization of Instructional Resources for the Implementation of the New JSS English Language Curriculum in Adamawa State Nigeria.

Purpose of the Study

The main purpose of the study is to explore the Teachers' Perception on the Availability and Utilization of Instructional Resources for the Implementation of the New JSS English Language Curriculum in Adamawa State Nigeria. Specifically, this study sought to:

i. Determine teachers' perception on the availability and utilization of instructional resources for the implementation of the new JSS English Language Curriculum and

ii. Determine teachers' perception on evaluation methods used for the implementation of the new JSS English Language Curriculum.

Research Questions

The following research questions were posed to guide the present study:

i. What is the perception of teachers on the availability and utilization of instructional resources for the implementation of the new JSS English Language Curriculum? and

ii. What evaluation methods are being used by English language teachers for the implementation of the new JSS English Language Curriculum?

Research Hypotheses

i. There is no significance difference in the perception of male and female teachers on the availability and utilization of instructional resources for the implementation of the new JSS English Language Curriculum and

ii. There is no significance difference in the perception of male and female teachers on evaluation methods being used by English language teachers for the implementation of the new JSS English Language Curriculum.

Research Design

A descriptive survey research design is adopted for this study. A survey design is carried out over a large area with a view to ascertaining what exists at the time of the research in their natural setting (Hayes, 2017). A research survey is a useful tool for studying a large population such as JSS English

language teachers in Adamawa State. The descriptive survey design is appropriate for this study because it enabled the researcher to collect and analyse the data from English language teachers in Adamawa State, Nigeria.

Area of Study

The area of this research was Adamawa State, Nigeria. Adamawa State was created on 27th August, 1991 by Banbangida's Military administration from the defunct Gongola State. Adamawa State derived its name from a dynasty ruler, Modibbo Adama.

Population

The populations for this study consist of all the 1,012 English Language teachers in the 586 Junior Secondary Schools located in the 21 Local Governments Areas of Adamawa State for the 2018/2019 academic session. (Adamawa State Post Primary School Management Board, PPSMB, 2019). The English Language teachers were selected for the present study since English Language teachers were the implementors of the English language curriculum. This implies that the focus on English Language teachers serves as a direct means to evaluate the effectiveness of the implementation of the Junior Secondary School English Language curriculum.

Sample and Sampling Technique

Multi-stage sampling procedures with appropriate techniques are used to draw a sample size of 420 English Language teachers was selected from a population of 1,012 English Language teachers. This represented 42% of the target population of the study. The multistage sampling procedure was adopted because the population of the study was large and homogeneous and to be selected at different stages (Simmering & Richardson, 2020; Ajayi, & Osalusi, 2018). Purposive sampling technique is used to select English Language teachers teaching at public junior secondary schools.

Instrumentation

The instruments for this research are Junior Secondary School English Language Curriculum Implementation Questionnaire (JSSELCIQ), and Junior Secondary School Curriculum Implementation Observational Checklist (JSSCIOC). The questionnaire consisted of 24 items organized into sections A, B, C and D. while the observational checklist consisted of 6 items.

Section A of the JSSELCIQ contained demographic characteristics of teachers such as age, gender, qualification and experience. Section B contained 6 items on teachers qualification. Section C contained 6 items on availability and utilization of instructional materials, while section D deals with content coverage. These variables were measured on four-point likert scale of Strongly Agreed (SA)= 4 points, Agreed (A) = 3 points, Disagreed (D)= 2 points and Strongly Disagreed (SD)= 1 point.

Methods of Data Analysis

The data collected were subjected to analysis at two different levels: descriptive statistic and inferential statistics levels. At the descriptive level, the statistic of mean and standard deviation were used to answer the research questions. At the inferential level, t-test statistic was used to test the null hypotheses 1 – 6. All the null hypotheses were tested at $p < 0.05$ level of significance. The researchers used t-test statistic in data analysis because it agrees with the opinion of Warrens (2015) that t-test is appropriate in taking care of discrete data that express frequency of opinion on issues on categories.

Data presentation, Analysis and Interpretation

The data collected were analysed using descriptive and inferential statistics. The descriptive statistics of mean and standard deviation were used to answer the research questions. While t-test statistics was used to test the hypotheses at 0.05 level of significance.

Research Question 1: What are the perception of teachers on the availability and utilization of instructional resources for the implementation of the new JSS English Language Curriculum?

Table 1: **Teachers' Perception on Availability and Utilization of Instructional Resources for Implementations New English Language Curriculum**

S/N	Item	$\bar{x}$	Standard Deviation	Decision
1	Text books on the new English language curriculum are available	2.95	0.17	Agree
2.	Teaching aids for the new English language curriculum are not available	3.78	0.96	Strongly Agree
3.	Teaching aids utilized in the teaching of the English language curriculum make teaching very simple and clear	3.59	0.13	Strongly Agree
4.	I believe that availability of instructional materials motivates learners	3.94	0.27	Strongly Agree
5.	Instructional resources are adequately utilized to increase students level of achievement	1.78	0.05	Disagree

| 6. | Use of Instructional materials could help to make teaching and learning very practical | 3.95 | 0.47 | Strongly Agree |

Decision: Strongly Disagree = 1.00 – 1.44; Disagree = 1.45 – 2.44; Agree = 2.45 – 3.44; Strongly Agree = 3.45 – 4.00.

Table 1 presents the results on the availability and utilization of instructional resources and English language curriculum implementation. Thus, the participants agreed that the schools have text books for the implementation of new English language curriculum. However, they strongly expressed that teaching aids for the new English language curriculum are not available. Though, they believed that using teaching aids could make teaching very simple and clear and that its availability will serve as motivation for the learners.

Meanwhile, participants disagreed that the instructional resources are adequately utilized for teaching the new English language curriculum, and they unanimously agreed that the use of instructional materials could help in making teaching and learning of English language very practical. This may imply that teachers aware that instructional materials needed for implementation of new English language curriculum are neither adequately available nor adequately utilized.

Research Question 2: What is the perception of teachers on evaluation methods being used by English language teachers for the implementation of the new JSS English Language Curriculum?

Table 2: Teachers' Perception on Evaluation Methods Being Used by Teachers on the Implementation of the new JSS English Language Curriculum

S/N	Item	$\bar{x}$	Standard Deviation	Decision
1	Junior Secondary School English Language teachers apply formative evaluation while teaching	1.49	0.32	Disagree
2	Through diagnostic assessment English language teachers give class assignment task	1.53	0.12	Disagree
3	Teacher made classroom quiz is used in evaluating learning experiences of students	1.72	0.41	Disagree
4	Assignments are given at the end of every English language grammar lesson (lexis and structures)	3.49	0.06	Strongly Agree
5	Continuous assessment and workbooks for junior secondary school English Language are provided and utilized	2.52	0.38	Agree
6	Summative evaluation is used to find the extent students have mastered English Language skills	3.79	0.41	Strongly Agree

Decision: Strongly Disagree = 1.00 – 1.44; Disagree = 1.45 – 2.44; Agree = 2.45 – 3.44; Strongly Agree = 3.45 – 4.00.

Table 2 presents the data collected on the perception of teachers on the methods of evaluation being used by teachers for the implementation of new JSS English language curriculum in Adamawa State. The finding showed that participants aware that English language teachers are using, assignment, continuous assessment and workbook for lesson evaluation, while, the like of formative evaluation method, classroom quizzes and diagnostic method were not used.

Hypothesis One

There is no significance difference in the perception of male and female teachers on the availability and utilization of instructional resources for the implementation of the new JSS English Language Curriculum

Table 3: Analysis of Difference in the Mean Responses of Male and Female Teachers on the Availability and Utilization of Instructional Resources for the Implementation of the New JSS English Language Curriculum

Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Male Teachers	267	1.7230	.30975	.01896			
Female Teachers	141	1.7093	.33333	.02807	.415	406	.678

The results in table 3 revealed the outcome of analysis of difference between the mean responses of both male and female teachers on the availability and utilization of instructional resources for the implementation of the new JSS English language curriculum. The results revealed t-test value 0.415 at degree

of freedom of 406, P Value 0.678 > 0.05. Since the calculated p-value 0.678 is greater than hypothetical p-value 0.05, this shows insignificant different in the perspective of both male and female teacher regarding availability and utilization of instructional resources for the implementation of new English language curriculum. Therefore, the non-hypothesis is retained. Likewise, the respective mean values 1.7230 and 1.7093 for male and female participant respectively show that they unanimously disagreed to the assertion that there are availability and utilization of instructional material for the implementation of English language curriculum at junior secondary school level.

Table 4: Analysis of Difference in the Mean Responses of Male and Female Teachers on the Evaluation Methods Being Used by Teachers for the Implementation of the New JSS English Language Curriculum

Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Male Teachers	267	2.1614	.38033	.02328			
Female Teachers	141	2.2344	.36592	.03082	-1.867	406	.063

The results in table 4 revealed the outcome of analysis of difference between the mean responses of both male and female teachers on the evaluation methods being used by teachers for the implementation of the new JSS English language curriculum. The results revealed t-test value 1.867 at degree of freedom of 406, P- value 0.063 > 0.05. Since the calculated p-value 0.063 is greater than hypothetical p-value 0.05, this shows insignificant different in the perspective of both male and female teacher regarding the evaluation methods being used by teachers for the implementation of new English language curriculum. Therefore, the non-hypothesis is retained. Likewise, the respective mean values 2.1644 and 2.2344 for male and female participants respectively show that they unanimously disagreed that the evaluation methods being used by teachers are adequate for the implementation of the new English language curriculum.

Findings

1. Parrticipants disagreed that, the instructional resources are adequate in term of availablity and utilizaton for the teaching of the new English language curriculum. Though, they aware that using instructional materials could help in making teaching and learning of English language very practical. There is no significant differnece in the perspective of male nad female teachers on the inadequate availbilty of instructional materials for the implementation of new currilcum at junior secondary schoool level (t-test = 0.415, df=406, P-value > 0.05).

2. The finding showed that, paticipants aware that English language teachers are using, asingnment, continuous assessment and workbook for lesson evaluation, while, the like of formative evaluation method, classroom quizzes and diagnostic mehtod were not used. There is no significant differnece in the perspective of male nad female teachers on the inadequate use of evaluation method by teachers for the implementation of new currilcum at junior secondary schoool level (t-test = 1.867, df=406, P-value > 0.05).

Summary

The study explored the Teachers' Perception on the Availability and Utilization of Instructional Resources for the Implementation of the New JSS English Language Curriculum in Adamawa State Nigeria. Accordingly, two specific objectives with corresponding research questions were raised to guide the study. The study used descriptive survey design. The population of the study was 1012 English language teachers found in the 586 junior secondary schools, located in the 21 local governments' areas in Adamawa State, Nigeria for the 2018/2019 academic session. Accordingly, a sample size of 420 English language teachers was selected through multi-stage sampling procedures. To collect primary data for the study, a well validated Junior Secondary School English Language Curriculum Implementation Questionnaire (JSSELCIQ) and Junior Secondary School English Language Curriculum Implementation Observational Checklist (JSSELCIOC) were used. The reliability of the instrument was established to be 0.85 using cronbach Alpha. The research questions were answered with descriptive statistic. The research hypotheses tested using chi square (x^2) statistic at 0.05 alpha level of significance. The following were the findings of the study;

i. Despite the fact that using instructional materials could help in making teaching and learning of English language very practical. The instructional resources in term of availablity and utilizaton for the teaching of the new English language curriculum are inadequate. There is no significant differnece in the perspective of male nad female teachers on the inadequate availbilty of instructional materials for the implementation of new currilcum at junior secondary schoool level (t-test = 0.415, df=406, P_value > 0.05).

ii. The finding showed that paticipants aware that English language teachers are using, asingnment, continuous assessment and workbook for lesson evaluation, while, the like of formative evaluation method, classroom quizzes and diagnostic mehtod were not used. There is no significant differnece in the perspective of male nad female teachers on the inadequate use of evaluation method by teachers for the implementation of new currilcum at junior secondary schoool level (t-test = 1.867, df=406, P_value > 0.05).

Conclusion

The study explored the Teachers' Perception on the Availability and Utilization of Instructional Resources for the Implementation of the New JSS English Language Curriculum in Adamawa State Nigeria. From the result of data analysis and discussion of findings, the researchers concluded that, provision

of instructional materials such as textbook, and utilisation of instructional materials has influence level of curriculum implementation. It was also concluded that frequency of evaluation methods used by English language teachers influence the implementation of the new JSS English Language curriculum.

Recommendations

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

i. There should be adequate provision of modern teaching/instructional materials by Universal Basic Education Board, which include English language laboratories, E-libraries, computers etc.

ii. Adamawa state curriculum planners and inspectorate Division of Education Boards should create awareness through a state workshops, conferences and mass media to sensitise English Language teachers on the need for adequate curriculum content coverage in the state.

iii. Junior secondary school curriculum planners in Adamawa state should provide equal opportunities for the full enhancement and utilisation of both male and females teachers in Junior secondary school education to enhance students' understanding of the curriculum content in the state.

iv. Curriculum experts, planners should monitor the full enforcement of use of evaluation methods as provided by English Language curriculum to ascertain students performance at junior secondary school in the state.

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