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TEACHERS' ASSESSMENT OF RESOURCES USED FOR TEACHING ENGLISH GRAMMAR AT THE BASIC SCHOOL LEVEL IN ILORIN, NIGERIA

[1]Ogunleye Gladys Aderonke, [2]Ishola, Abdulkareem Farooq and [3]Lawal, Safi
[1]Department of English, College of Education Ikere-Ekiti, Ekiti State, Nigeria,
Email: ronkeglad1807@gmail.com 08033495727
[2]Department of English, School of Languages, Kwara State College of Education, Ilorin, Nigeria
Email: isholafarooq@gmail.com 07032755366
[3]Department of Languages, CASSS, Kaduna Polytechnic, Kaduna, Nigeria
Email: safilawal@yahoo.com 08034825219

Abstract

This article is on resources used for teaching English grammar at the school basic level. The study examined the influence of teachers' gender, qualification, experience and school type on the resources for teaching English grammar at the basic school level in Ilorin, Nigeria. The research design adopted was the descriptive survey. The population for the study comprised all the basic school teachers in Ilorin. One hundred and twenty-eight (128) basic school teachers were sampled for this study. The data collected were analysed using the descriptive and inferential statistics at 0.05 level of significance. The findings of this study revealed that the various resources employed in teaching grammar at the basic school level in Ilorin were inadequate. It was also discovered that there was a significant difference in the resources male and female teachers employed for teaching English grammar but no significant difference in the resources employed by qualified and unqualified teachers. Also, there was a significant difference in resources very experienced, experienced and less experienced teachers employed in teaching grammar but there was no significant difference in the resources public and private school teachers employed in teaching grammar. Based on these findings, it was recommended that basic school teachers should employ various resources that are suitable to the teaching and learning of English grammar at the basic school level.

Key Words: Grammar Teaching, Resources, Teachers' Gender, Qualification, Experience and School Type.

Introduction

Grammar is one of the difficult concepts which has a definite place in language teaching. Arguments about whether or not to teach grammar are in reality arguments about the way it should be presented and taught (Williams, 1999). Teaching grammar has been regarded as crucial to the ability to use the language. All the four language skills cannot be accessed and assessed without the knowledge of grammar. It gains its prominence in language teaching, particularly in English as a second language (ESL) in as much as without a good knowledge of grammar, learner's language development will be severely constrained (Widodo, 2006).

Grammar can generally be defined as the rules that govern the use of language. It is the knowledge a proficient speaker of a particular language possesses that allows him to speak, understand and comment on situations (Adeniyi, 2006). The study which usually involved studying the language rules and describing how sentences are formed is referred to as grammar (Olujide, 2005). Abdullahi-Idiabgon (2012) concludes that the bedrock of any language is grammar because it captures the linear and orderly arrangement of the language components. Grammar is taught to furnish the basis for a set of language basic skills which are listening, speaking, reading and writing. Since both spoken and written modes exhibit coherence for effective communication, this makes it more important for the written language to adhere strictly to the rules of grammar which guide the various elements of the language.

The term "resources", according to Lawal (2006), is a concept which subsumes "materials". In other words, materials are a type of resources. Instructional resources are objects, persons or places which can facilitate the planning, implementation and evaluation of teaching and learning, together with the feedback

that goes into the instructional system. Salami (2008) views resources as people, places, things and materials which are used in educating students. They provide excellent opportunities to improve communication between the school and the people in the community. Instructional resources can be defined as human or non-human materials, supports or aids that a teacher uses to pass information to the learners. Learning and instructional resources are those materials that are used by both teachers and learners (Abolade, 2009).

Materials are seen as anything that can convey information from sources to receivers, e.g. television, films, radio, visual-printed materials such as books, magazines, periodicals, newspapers, ephemerals and computers. Most of these materials are supplied by teachers and students for classroom use. For textbooks, the teacher makes use of recommended ones in teaching. These textbooks are mostly kept in the library with other teaching materials such as maps, charts, journals, articles, magazines, etc, (Olajide, 2014).

There are factors that influence the teaching and learning of English grammar in senior secondary schools. Such factors include teachers' gender, qualification, experience and school type. There has always been a serious controversy over the influence of gender in the teaching and learning processes as some scholars and researchers such as Hut (2002) reveals that female teachers perform better than male teachers in the use of instructional resources for teaching and learning generally, and that teachers are no doubt indispensable in the development of the potentialities and qualities of a society's younger generation. Also, Ajidagba (2002) argues that female teachers are more sympathetic; possess human feelings and better verbal expression than their male counterparts when dealing with students. In contrast, Amadi (2010) argues that gender cannot be regarded as a serious determining factor towards effective and efficient teaching in the classroom.

Teachers' qualification determines the level of exposure of the teacher in terms of training and this goes a long way in determining how he is able to manage his teaching. Nwosu (1998) posits that professional qualification was found to have a better influence in the utilisation of resources that are available. Teachers who are well-trained ma effective use of instructional materials in enhanc teaching and learning (Danmole, 1999). The displa of mastery of the subject matter due to teacher's le of qualification is a major criterion for learner academic achievement throughout his school career (Oladokun, 2006). Teaching experience another factor believed to be relevant in the use o methods and resources by teachers. Experience said to be the best teacher. Abiri (1998) explains tha a professional becomes more efficient and effectiv when he/she stays longer on his/her job Nevertheless, staying longer alone will not do, such a teacher should update his/her knowledge by attending seminars, conferences, workshops and educational programmes. Hammond (2000) observes that there is a relationship between teachers' effectiveness in the use of resources and their years of teaching experience.

Oyekunle (2002) views experience as gaining of knowledge and skills through practice rather than from books alone. Experience, according to Salman (2013), refers to as those attitudes and skills acquired by a person through his perception and participation in any programme or activity. Experience usually leads to expertise, and this too, is acquired through cultivation involving time, determination and dedication to be developed. It is a matter of how long a teacher has been teaching and not how old such a teacher is.

School type (proprietorship) is another factor that poses challenges to the teaching and learning of grammar. School proprietorship or ownership is an important factor in school administration, funding, staffing, facilities, teaching of specific subjects and general standard of education (Okunloye, 2006). It is further claims that private and public secondary schools have been found to differ significantly in the quantity and quality of teachers, facilities, equipment and fund.

The standard of education in public schools has, to some extent, been discredited because the products could not compete expectedly with their counterparts from high-flying private schools (Afolabi, 2005). He stresses further that public schools are normally classified based on the available resources on ground such as classrooms and the number of teachers

However, there is no special criterion for the classification in private schools as those who patronise them have series of divergent objectives such as fluency of their wards in English language, the ratio of students to teachers, school plants and premises among others. Odewumi (2005) opines that the type of school children attend has a great influence on the way they learn. She also states further that there is no way one could compare public schools with private ones in terms of supply of instructional resources, organisation, planning, practical teaching and funding. Faniran (2007) concludes that private owned schools are better than public schools in terms of availability of learning resources.

Statement of the Problem

Many studies have been conducted on the poor performance of senior secondary school students in English language. Researchers such as Babatunde (2005), Olajide (2007) and Amuseghan (2007) attribute the poor performance of students in English language to poor attitude of teachers and unavailability of instructional resources. Over the years, English language teachers have been facing challenges on which resources are most adequate in the teaching of English grammar. Lawal (2006) confirms that the teacher is the most crucial instructional resources, being at once an initiator, a facilitator and a sustainer of learning. The recurrent poor performance of secondary school students in Senior School Certificate Examination (SSCE) conducted by the West African Examination Council (WAEC) in Nigeria is disturbing and embarrassing.

It has been observed that the performance of students in senior secondary school examinations since 2010 is not encouraging as a result of the carryover effect from basic school level which poses a lot of challenges in the teaching and learning English especially in the aspect of grammar. Yet, the cause of this poor performance is a great concern to teachers and researchers. However, to the best of this researcher's knowledge, not many studies have been carried out on the resources elementary school English language teachers employed for teaching grammar, especially in Ilorin, Nigeria. Thus, this seeming neglect has created a research gap, part of which the study intends to fill.

Purpose of the Study

The general purpose of this study was to assess the various resources basic school teachers employed in teaching grammar in Ilorin. Specifically the study was intended to find out:

a. the various resources basic school teachers employ in teaching grammar.
b. whether the available resources employed in teaching grammar are adequate.

Research Questions

The following research questions were answered in the study:

a. What are the various resources elementary school teachers employed in teaching grammar?
b. Are the available resources employed in teaching grammar adequate?

Research Hypotheses

The following research hypotheses were tested in this study:

Ho_1: There is no significant difference in the resources employed by male and female basic school teachers in teaching grammar.

Ho_2: There is no significant difference in the resources employed by qualified and unqualified basic school teachers in teaching grammar.

Ho_3: There is no significant difference in the resources employed by very experienced, experienced and less experienced basic school teachers in teaching grammar.

Ho_4: There is no significant difference in the resources employed by public and private basic school teachers in teaching grammar.

Methodology

This is a descriptive survey research. The population of this study covered all the basic school English language teachers in Kwara State. The target population comprised all the English language teachers in both public and private basic schools in Ilorin. Simple random sampling technique was adopted in selecting one hundred and twenty eight (128) English language teachers from the sampled schools. The questionnaire for this study was divided into four sections, A, B and C. Section A sought demographic data of the respondents on gender, qualification, experience and school type, while section C was the comments on the adequacy of

resources employed in teaching grammar. The reliability of the instrument was determined by adopting a test-retest method. The instrument was administered twice, in an interval of three weeks, on the teachers of English in the schools that are not part of the study's sample. The scores of the two tests was correlated using Pearson's Product Moment Correlation (PPMC). The value of correlation coefficient was 0.76. Demographic data of the respondents was described using the percentage. The first research question was answered using mean rating and standard deviation. Research question two was also answered using qualitative and quantitative analyses.

Results and Discussion

Research Question 1: What are the various resources basic school teachers employed in teaching grammar?

Table 1: Various Resources Basic School Teachers Employed in Teaching Grammar

	Resources	N	Mean	Std. Deviation	Rank
1	Human Resources	128	14.44	4.97	3rd
2	Non-Human Resources	128	21.76	5.35	2nd
3	Materials Resources	128	64.08	11.35	1st

Table 1 shows that the material resources are the most commonly employed among basic school teachers in teaching grammar with the mean score (64.08) and standard deviation (11.35) and ranked first followed by the non-human resources with the mean score (21.76) and standard deviation (5.35) ranked second, while the human resources with mean score (14.44) and standard deviation (4.97) as the third in the rank order.

Research Question 2: Are the various resources employed in teaching grammar adequate?

Table 2: Adequacy of the Resources Employed in Teaching Grammar

Adequacy	Frequency	Percentage (%)
Yes	34	23.9
No	94	76.1
Total	128	100.0

Table 2 shows that 34 (23.9%) indicate yes to the adequacy of the resources, while 94 (76.1) indicate no to the adequacy of resources. Qualitatively, most of the responses' statements written to the question 4 on section D of the questionnaire indicate that the resources for teaching grammar are not adequate. This implies that resources basic school teachers employed in teaching grammar are not adequate.

Hypotheses Testing

Four research hypotheses were formulated for this study. Hypotheses one, two and four were tested using the independent t-test statistical technique, while hypotheses three was tested using the One-Way Analysis of Variance (ANOVA), at 0.05 level of significance.

Ho1: There is no significant difference in the resources employed by male and female basic school teachers in teaching grammar.

Table 3: Resources Employed by Male and Female Basic School Teachers in Teaching Grammar

Variables	N	Mean	Std. Deviation	Df	t-value	Sig.	Decision
Male	39	97.50	17.52				
Female	89	102.18	17.22	126	2.13	0.03	S

*Significance@0.05

Table 3 shows that there is a significant difference in the resources employed by male and female school teachers in teaching grammar. Since the df (126) t= 2.13, $p < 0.05$ and the calculated sig. (0.03) is less than 0.05, the hypothesis is hereby rejected. This implies that there was a significant difference in the resources employed by male and female school teachers in teaching grammar.

To ascertain where the significant difference lies, mean of the two groups were considered and it is revealed from table 15 that female teachers have the mean score (102.18) with standard deviation (17.72), while male teachers have the mean score (97.50) with standard deviation (17.52). Thus, this implies that female English language teachers employed resources in teaching grammar than their male counterparts.

Ho: There is no significant difference in the resources employed by qualified and unqualified basic school teachers in teaching grammar.

Table 4: Resources Employed by Qualified and Unqualified Basic Teachers in Teaching Grammar

Variables	N	Mean	Std. Deviation	Df	t-value	Sig.	Decision
Qualified	81	99.19	16.69				
				266	1.13	0.26	NS
Unqualified	47	101.6667	19.03219				

*Significance@0.05

Table 4 shows that there was no significant difference in the resources employed by qualified and unqualified basic school teachers in teaching grammar. The result indicates that df (126) t = 1.13, $p > 0.05$. Since the calculated sig. (0.26) is greater than 0.05, the hypothesis is hereby retained. This implies that there was no significant difference in the resources employed by qualified and unqualified basic school teachers in teaching grammar.

Ho: There is no significant difference in the resources employed by very experienced, experienced and less experienced basic school teachers in teaching grammar.

Table 5: Resources Employed by Very Experienced, Experienced and less Experienced Basic School Teachers in Teaching Grammar

Variables	Sum of Squares	df	Mean	F	Sig.	Decision
Between Groups	14672.57	2	7336.28			
				27.96	0.00	S
Within Groups	69532.55	125		122.39		
Total	84205.12	127				

*Significance@0.05

Table 5 reveals that the hypothesis is rejected. This is reflected in the result F (27.96), $p < 0.05$ since calculated sig. (0.00) is less than 0.05. This implies that there was a significant difference in the resources very experienced, experienced and less experienced basic school teachers employed in teaching grammar.

To ascertain where the significant difference lies, Scheffe post hoc analysis was carried out and the report is shown in table 6.

Table 6: Scheffe Post Hoc on Resources Employed by Very Experienced, Experienced and Less Experienced Basic School Teachers in Teaching Grammar

		Subset for alpha = 0.05	
Teaching Experience	N	1	2
Very Experience	14	91.95	
Experienced	37	93.75	
Less Experience	77		107.48
Sig.		0.78	1.00

Table 6 shows that less experienced is the most significance with the mean score (107.4818) in subset 2, while experienced and very experienced with the mean scores (93.75) and (91.95) respectively are the least significance in subset 1.

o: There is no significant difference in the resources employed by public and private basic school teachers in aching grammar.

able 7: Resources Employed by Public and Private Basic School Teachers in Teaching Grammar

ariables	N	Mean	Std. Deviation	df	t-value	Sig.	Decision
ublic	53	98.93	19.73	126	1.14	0.25	NS
rivate	75	101.41	15.88				

Significance@0.05

Table 7 shows that there was no significant difference n the resources employed by public and private basic school teachers in teaching grammar. This is reflected n the result: df (126) t = 1.14, p > 0.05. Since the calculated sig. (0.25) is greater than 0.05, the hypothesis is hereby retained. This implies that there was no significant difference in the resources employed by public and private basic school teachers in teaching grammar.

Discussion of Findings

The result of this study revealed that there are various resources employed in teaching grammar but these resources are inadequate. This is in line with the study of Bolarinwa (2013) who suggests that if all the instructional resources are adequately utilised, they are capable of enlightening learners as well as assisting teachers on specific teaching and learning. Specifically, instructional resources usually supplement rather than substitute the teacher in a class since Lawal (2006) observes that the teacher is the most crucial instructional resources, being at once an initiator, a facilitator and a sustainer of learning. Also, Yusuf (2000) posits that effective teaching depends on good communication between the instructors and the learners and Salami (2008) concludes that anything that can be object of study or stimulus to learners is regarded as instructional resources.

The report of this study revealed that there was a significant difference in the resources employed by male and female basic school teachers in teaching grammar. This therefore corresponds with the research study of Hut (2002) who reveals that female teachers perform better than their male counterparts in the use of instructional resources for teaching and learning. Also, Ajidagba (2002) argues that female teachers are more sympathetic; possess human feelings and better verbal expression than their male counterparts when dealing with students.

This study also revealed that there was no significant difference in the resources employed by qualified and unqualified basic school teachers in teaching grammar. This is in contrary with the study of Nwosu (1998) on teaching qualification that professional qualification has a better influence on the utilisation of resources in teaching. Danmole (1999) also finds out that teachers who are well trained make effective use of instructional materials in enhancing teaching and learning.

The result of the study indicates that there was a significant difference in the resources very experienced, experienced and less experienced senior secondary school English language teachers employed in teaching grammar. The finding of this study seems to confirm the adage that says 'experience is said to be the best teacher'. This is why Abiri (1999) expresses that a professional becomes more efficient and effective when he/she stays longer on his/her job and not staying longer will do, such a teacher should update himself/herself by attending seminars, conferences, workshops and educational programmes.

The result of this study shows that there was no significant difference in the resources employed by public and private basic school teachers in teaching grammar. This study agrees with Afolabi (2005) who stresses that the standard of education in public schools has, to an extent, been discredited because the products could not compete expectedly with their counterparts in private schools.

Conclusion

This study investigates resources basic school teachers employed in teaching grammar in relation with predictor variables like gender, qualification, experience and school type. The findings of the study have established that there are various resources

basic school teachers employed in teaching grammar but these resources are inadequate. It was also discovered there was a significant difference in the resources employed by male and female basic school teachers in teaching grammar. There was no significant difference in the resources employed by qualified and unqualified basic teachers in teaching grammar. There was a significant difference in the resources very experienced, experienced and less experienced elementary school teachers employed in teaching grammar and there was no significant difference in the resources basic school teachers employed in teaching grammar.

Recommendations

It was recommended that elementary school teachers should employ various resources that are suitable to the teaching and learning of English language. Curriculum planners and textbook writers were advised to continue recommending more practical oriented texts and resources to reinforce teachers' efforts. Government should provide computer facilities in schools, especially in public schools to encourage teachers and students in the use of Computer Assisted Language Learning (CALL) procedures.

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