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ANALYSIS OF TEACHING INSTRUCTIONAL RESOURCES USED TO ENHANCE UPPER-BASIC SCHOOL LEARNERS' WRITING PERFORMANCE IN KADUNA METROPOLIS

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Abstract

Teachers' teaching resources refer to human and material resources selected in their teaching procedures in the classroom. It includes real and imaginary objects designed for teaching. This study aimed at investigating teaching instructional resources use to enhance upper-basic school learners' writing performance in Kaduna metropolis. The research design adopted was the descriptive survey type. The population for the study comprised all the lower basic school teachers. One hundred and twenty-six teachers were purposely sampled for the study. A Researchers-designed questionnaire was used to gather data from the respondents. The instrument used was subjected to a test retest method in an interval of two weeks using the PPMC and found to have a reliability coefficient of 0.76. The data collected were analysed using the descriptive and inferential statistics at 0.05 level of significance. The findings of the study revealed that the resources used in teaching English writing skills in lower basic schools in Kaduna were effective. Based on the findings, it was recommended among others that teachers of English should employ the use of various resources that are suitable and appropriate in teaching English writing skills.

Keywords: Writing skills, Instructional resources, Upper basic school, Writing performance

Introduction

The term "writing" is ambiguous since it is used to refer both to the mechanical act of penmanship and to the very complex process of writing (Barasa, 2014). Therefore, writing skill needs to be taught explicitly as part of the daily curriculum in addition to learning how to read. It is a constitutive part of English language curriculum Studies and its usefulness cannot be down-played in the day to day activities of all human being. Writing is considered as a means of communication. It is a means for learners to learn about themselves. Through writing, communication could be easier to do without time and space boundaries. Whatever the discussion is, writing becomes a vital connection of every discussion in the society. It is considered the most important skill that students require in order to enhance their personal development and academic success (Barasa, 2014). Language has four (4) skills, namely listening, speaking, reading, and writing. The degree of one's proficiency in these skills determines one's achievement in education (Bryson, 2015). Listening and speaking are oracy skills while reading and writing are

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literacy skills which make them go together. Listening skill is the first language which a child develops. The skill of listening is very important to the child because listening leads to speaking. Speaking is the verbal communication, an expression to one's thought. Children learn to speak by imitating. Writing becomes very easy after reading has been taught.

Bryson (2015) observes that conscious effort must be made to equip language learners with writing skill which will enable them to organise their ideas so that a reader who is not present can understand. Bryson (2015) stated that the most important role of writing as a medium of learning is that it helps learners to organize the picture of the world they that live in and to promote their thinking. The purpose of writing is to express ideas, thoughts and to convey messages to the reader in a very correct spelling, punctuation, grammatical structure and selection of vocabulary. In writing, reviewing previous work of students thoroughly and giving feedback to their writing would help students to learn as much as possible. Cockburn and Ross (2009) state, success in writing is always to some degree dependent on literacy skill. Writing remains a crucial area in the upper-basic school curriculum and an essential part of students' lives after school. It is a lifelong process and part of personal development whose usefulness stretches beyond the classroom (Williams, 2008). In order to improve learners writing skills, motivation has ample roles.

According to Williams (2008), motivation is the kind of cognitive and emotional force, which consists of four sections, namely the desire of action and decision, the energy devoted to the activities, the interest shown in activities, and involvement and sustaining of interest. Deci and Ryan (2014) explain that motivation is an essential element in learning. When there is little interest, there is little attention and where there is little attention, there is little learning. Learner must be therefore motivated to create an interest in writing as such not only should we create an interest but also help sustain it so that the learners will get into the habit of writing after they leave school. According to Olayiwola (2010), instructional resources are both human and non-human resources. Examples of non-human resources are journals, newspapers, textbook, manual, magazines, periodical catalogues, computers, charts etc. However, instructional resources are not meant to replace the teacher but to help teachers in facilitating and sustaining the teaching and learning processes. Instructional resources help the learners to learn from simple to complex and also promote retention and memory. However, the use of pictures in telling stories of event will enhance the effectiveness of learners in writing. William (2008) is of the opinion that picture may be taken from magazines, journals, books or newspapers and that sometimes, the pictures can be used to fine-tune learners' imagination.

The roles of teachers' gender and teaching experience need to be looked into as variables of importance in the process of using teaching resources to motivate learners to write in upper-basic schools. It has been generally assumed that gender is an affecting factor in the process of teacher/student interactions in the classroom. Brewer and Burgess (2010) refer gender as a state of being masculine, feminine or neuter. Adebileje (2015) indicates that gender has no influence on teachers' performance and this could be applied as well to teachers' use of resources for teaching writing. Teachers' experience also have significant influence on the techniques and resources employed in teaching writing which invariably have great impact on the students' performance. Darling–Hammond (2008) observes that there is a relationship between teachers' effectiveness in the use of resources and their years of teaching experience. Therefore, this study

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aimed at investigating teaching instructional resources use to enhance upper-basic school learners' writing performance in Kaduna metropolis.

Statement of the Problem

Researchers such as Deci and Ryan (2014) have shown that learners generally have problem in writing and the upper-basic school learners are not exempted. It was observed that writing is not easy for most students especially for non-native speakers. It is more difficult for students who have different cultural background, educational background and linguistic background. This has brought to the urgent need to investigate which instructional technique and resource suits what learning experience the learner is to be exposed to at any given period of time (Deci & Ryna, 2014). Also, teachers have not incorporated empirically tested resources in the teaching of writing composition and students find it difficult to assimilate most of the things learnt. Adegbija (2010) observes the following as contributory factors to the poor performance of students in examinations in the aspect of writing. These factors include: inappropriate choice of instructional resources. If the teaching resources are quite inappropriate, it will be difficult to provide opportunity for every student to participate during the lesson. The findings looked into improving competence in writing skills among upper-basic students. None of these studies focuses specifically on the resource upper-basic school teachers employ to enhance learners to write. Thus, this has created a gap in knowledge part of which this study intends to bridge.

Purpose of the Study

The general purpose of this study is to analyze the resources upper-basic school teachers use to enhance learners to write in Kaduna metropolis. Specifically, the purpose of this study aims at investigating:

1. the various resources use by the upper-basic school English teachers in enhancing their students to write.
2. whether the upper-basic school English teachers differ in the resources use in enhancing their students to write based on their gender.
3. whether the upper-basic school English teachers differ in the resources use in motivating their students to write based on their teaching experience

Research Questions

The following research questions are generated to guide this study.

1. What are the various resources use by the upper-basic school English teachers in enhancing their students to write?

Research Hypotheses

The following hypotheses are postulated in this study:

HO_1: There is no significant difference in the resources used by male and female upper-basic English teachers in enhancing their students to write.

HO_2: There is no significant difference in the resources use by very experienced, experienced and less experienced upper-basic school English teachers in enhancing students to write.

Methodology

This research is a descriptive survey type. According to Elumelu (2009), a descriptive survey research is a type of empirical research which aims at investigating the degree of association between operational variables in a given population. Based on the numerous benefits derivable

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from the use of the descriptive survey, this study was the descriptive survey research method to investigate into the teaching resources used by the upper-basic school teachers to enhance learners to write in Kaduna metropolis. The population for this study covered all English language teachers in upper-basic schools in Kaduna metropolis. The target population for this study was all English language teachers in the selected upper-basic schools in Kaduna metropolis. Random sampling technique was used to select thirty upper basic schools within Kaduna metropolis. Two hundred (200) English teachers were initially sampled using the purposive sampling technique. However, only one hundred and ninety-two (192) were later involved in the study.

The instrument for this study was a researcher-designed questionnaire tagged "Resources upper-basic School English Teachers use to Enhance Learners to Write". This questionnaire comprised three sections A, B, and C. Section A contained demographic information of the English language teachers, while Section B contained items raised from the purpose of the study focusing on the resources used in motivating learners to write by the teachers, Section C consisted of two open-ended items on other resources the respondents employs in enhancing learner' writing. The questionnaire was subjected to content and face validity by experts so as to ensure that the instrument measure accurately what it is designed for. The questionnaire amended questionnaire was assessed for reliability using the test re-test procedure of two (2) weeks interval with a reliability coefficient of 0.76 was recorded. Percentage was used to describe the demographic characteristics of the respondents, while mean and standard deviation was used to answer the Research Questions 1. Hypotheses formulated were tested using the t-test and One-way analysis of Variance (ANOVA) at 0.05 level of significance.

Results

The analysis of the data collected and the results are reported as follow:

This section provides answer to the research question raised.

Research Question One: *What are the various resources use by the upper-basic school English teachers in enhancing their students to write?*

In answering this research question, responses gathered from upper-basic school English teachers in enhancing students' writing were subjected to percentage analysis. The instructional resources was measured based on Available (A) and Not Available (NA). The statistics of the respondents is presented in Table 1.

Table 1: Percentage Analysis on Various Resources Use by the Upper-basic School English Teachers' in Enhancing Students' Writing

S/N	Instructional Resources	Available	(%)	Not Available	(%)	Remark
A	**Visual Resources**					
1	Posters	67	34.9	125	65.1	NA
2	Models	52	27.1	140	72.9	NA
3	Charts	89	46.4	103	53.6	NA
4	Strip charts	16	8.3	176	91.7	NA
5	Flip charts	38	19.8	154	80.2	NA
6	Pictures	126	65.6	66	34.4	A
7	Real objects	149	77.6	43	22.4	A

8	Wall maps	94	49.0	98	51.0	NA
9	Atlas	60	31.3	132	68.8	NA
10	Chalkboards	148	77.1	44	22.9	A
11	Flannel boards	55	28.6	137	71.4	NA
12	Recommended textbooks	156	81.3	36	18.8	A
13	Transparencies	60	31.3	132	68.8	NA
14	Overhead projectors	61	31.8	131	68.2	NA
15	Slides	28	14.6	164	85.4	NA
16	Films	30	15.6	162	84.4	NA
17	Magazines	120	62.5	72	37.5	A
B	**Audio Resources**					
18	Radios	67	34.5	125	65.1	NA
19	Records	102	53.1	90	46.9	A
20	Tape Recorders	43	22.4	149	77.6	NA
21	Audio Tape Cassettes	44	22.9	148	77.1	NA
C	**Audio-visual Resources**					
22	Televisions	65	33.9	127	66.1	NA
23	Computers	136	70.8	56	29.2	A
24	Video Tapes	60	31.3	132	68.8	NA
25	Motion Picture	69	35.9	123	64.1	NA

As revealed in Table 1, various resources that are available in enhancing English writing at the upper-basic school level include pictures, chalkboards, recommended textbooks and magazines, while posters, models, charts, strips charts, flip charts, wall maps, atlas, flannel boards, transparencies, overhead projectors, slides and films are not available. Only records are available to enhance writing under audio resources, while radios, tape recorders and audio tape cassettes are not available to enhance writing. On audio visual resources, only computers are the available resources in enhancing English writing, while television, video tapes and motion pictures are not available.

Hypotheses Testing

The hypotheses postulated for this study were tested using independent t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

Hypothesis One: *No significant difference exists in the resources used by male and female upper-basic English teachers in enhancing their students to write.*

Table 2: t-test Statistics Showing Significant Difference in the Resources Used by Male and Female Upper-basic School English Teachers in Enhancing English Writing

Gender	No	Mean	S. D.	df	t-value	Sig	Remark
Male	140	66.16	16.89				
Female	52	65.10	18.11	190	.379	.902	Retained

*Insignificance at p>0.05

Table 2 shows that the t-value .379 is obtained with a p-value of .902 when computed at 0.05 level of significance. Since the p-value of 0.902 is greater than 0.05 level of significance, the null hypothesis one is retained. Therefore, this implies that there is no significant difference in the

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resources used by male and female upper-basic English teachers in enhancing students' writing skills. (t_{190} = .902, p>0.05).

Hypothesis Two: *No significant difference exists in the resources use by very experienced, experienced and less experienced upper-basic school English teachers in enhancing students to write.*

Table 3: ANOVA Summary of the Difference in the Resources Use by Less Experienced, Experienced and Very Experienced Upper-basic School Teachers in Enhancing English Writing

Experience	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	374.42	2	187.21			
Within Groups	56071.32	189	296.67	.631	.533	**Retained**
Total	56445.75	191				

*Insignificance at p<0.05

Table 3 shows that the F-value of .631 with a p-value of .533 when computed at 0.05 level of significance. Since the p-value of .533 obtained is greater than 0.05 level of significance, the null hypothesis three is hereby retained. Thus, this implies that there is no significant difference in the resources use by very experienced, experienced and less experienced upper-basic school English teachers in enhancing students to write. ($F_{(2, 190)}$ = .533, p<0.05).

Discussion of Findings

The study revealed that out of the identified resources that are available to enhance English writing at the upper-basic school level under visual resources include pictures, chalkboards, recommended textbooks and magazines, while posters, models, charts, strips charts, flip charts, wall maps, atlas, flannel boards, transparencies, overhead projectors, slides and films were not available for enhancing English writing. The finding of this study is in line with that of Howlader (2011) who proposed that the techniques appropriate for teaching English pronunciation are visual reinforcement, auditory reinforcement and tactile reinforcement.

Another finding of this study revealed that there is no significant difference in the resources used by male and female upper-basic English teachers in enhancing students' writing skills. The outcome further established that female teachers used various resources in teaching English writing skills than their male counterparts. The findings show that out of all visual resources utilised for teaching English language in upper-basic schools, only real object, chalkboard and recommended textbook are often utilised to teaching English language. Posters, charts, pictures, flannel boards and magazines are occasionally utilised, models, strip charts, overhead projectors and films are rarely utilised, while flip charts, atlas, transparencies and slides are never utilised in teaching English language at the upper-basic school level. The outcome further established that female teachers used various resources in teaching English writing skills than their male counterparts. This outcome corresponds with the position of Adegbija (2010) who reported that female teachers are more sympathetic, having human feelings and better verbal expression than male teachers when dealing with students. This shows that they are better effectively than their male counterparts.

The last finding from this study revealed that there is no significant difference in the resources use by very experienced, experienced and less experienced upper-basic school English teachers in

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enhancing students to write. This outcome is in consonance with Olajide (2013) who found out that more experienced teachers show high knowledge of proverbs than the less experienced ones.

Conclusion

The findings of this study have indicated that in teaching English language writing skills in upper basic school level, purposeful resources should be employed by the teachers as identified in this study. The predictor variables of gender had a significant difference in the resources used by basic school English teachers in enhancing writing skill with both male and female teachers using human and non-human resources adequately. Instructional resources had significant influence in students' writing skills. More so, teachers' experience had no significant difference in the resources used in teaching English writing skills.

Recommendations

Based on the outcome of this study, the following recommendations were made.

1. English Language Teachers should employ the use of various instructional resources for enhancing English writing skills during the teaching/learning process.
2. They are to update their professionalism by constantly attending seminars, workshops, in-service training and reading of academic journals, ephemerals and other related research studies as these would expose them to the new development in the use of different instructional resources for teaching of English writing skills.
3. Government and Policy Makers, Curriculum Planners and Textbook Writers should employ the right kinds of instructional resources needed for the teaching of English writing skills in the contents of textbooks in line with the current trends so as to achieve the desired goals of teaching and learning of English writing skills.

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