

Original Article

TEACHERS' IMPROVISATION OF NON-AVAILABLE TEACHING RESOURCES USED IN TEACHING IGBO LANGUAGE IN SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The study aimed at appraising the extent teachers improvise non-available teaching resources used in teaching Igbo language in secondary schools in Enugu State. One research question guided the study, while one null hypothesis was tested at .05 level of significance. Survey research design was adopted for the study. The population for the study comprised all the 679 Igbo language teachers in Enugu State, while the sample comprised 203 teachers sampled from urban and rural secondary schools in Nsukka and Obollo-Afor Education Zones. The instrument for data collection was a 10-item researcher-made questionnaire named: Improvisation of Teaching Resources Used in Teaching Igbo Language Questionnaire (ITRUTILQ). The instrument was subjected to validation by three research experts, two from the Department of Educational Foundation, and one from Measurement and Evaluation in the Faculty of Education, Enugu State University of Science and Technology (ESUT). Cronbach Alpha was used in ascertaining the reliability of the instrument. An overall reliability index of 0.89 was obtained for the entire instrument. The instrument was administered to the selected respondents with the help of two research assistants who were trained and acquainted with the requisite knowledge and skills in administering and collecting the questionnaire. The research question was answered with mean and standard deviation, while the hypothesis was tested with t-test statistics. The results of data analysis revealed that the teachers in urban and rural secondary schools to a low extent improvise non-available teaching resources for teaching and learning of Igbo language in secondary schools in Enugu State. Based on the findings, the researchers recommended that state ministry of education should organize seminars and workshops to train Igbo language teachers on how best to improvise non-available teaching resources for teaching the subject.

Keywords: Improvisation, Teaching, Teaching Resources, Igbo Language, Secondary Schools.

Introduction

Language is more than mere communication tools, in that it is a powerful means of interaction and transmission of ideas, thoughts and feelings from the speaker to the receiver (Omeje & Chineke, 2015). The importance of language to man becomes clearer when x-rayed through its uses as vehicle of communication, socialization, economic value, polishing tool, preservation of culture, building tool, vehicle for learning, excavating tool, personal development, etc. (Umo, 2013). By implication, language is a priceless and most enduring common heritage which members of a particular linguistic community derive from their ancestors as indelible mark of their identity (Ohaegbu, 2010). Therefore, it is an indispensable tool in any given human behaviour. Language is universal in human society; this is why every society is associated with one or more languages.

In Nigeria for instance, among many languages there are three that are recognized as the major local languages. These are Igbo, Hausa and Yoruba. These languages are dialectically associated with the three main tribes in Nigeria (Igbo, Hausa and Yoruba). In each of these tribes, there are varieties or dialects of the language. The Federal Republic of Nigeria (FRN, 2013) stipulates that Igbo language is a language predominantly spoken in the eastern part of Nigeria and it is one of the three major Nigerian languages learnt in schools. Igbo language is the language of the Igbos, since it is the Igbo man's identity and also his cultural heritage (Umo, 2013). It is against this backdrop that the Federal Republic of Nigeria in National Policy on Education stipulates that:

Government appreciates the importance of language as a means of promoting social interaction and national cohesion; and preserving culture. Thus, every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity, it is expected that every child shall be required to learn one of the three

major Nigerian languages- Hausa, Igbo and Yoruba (FRN, 2013:10).

To actualize the above stated intention in secondary education, the policy further proposes that two Nigerian languages (alongside English language) should be learnt as core subjects in junior secondary school while in the senior secondary school, the study of one Nigeria language is made compulsory. By implication, Igbo, Hausa and Yoruba languages among the 400 languages in Nigeria becomes a core subject in the Nigeria secondary school system (Agbedo, 2017). In spite of Igbo language being made core subject, some lapses still occur in its implementation.

The recognition accorded to Igbo language as a core subject and as a means of fostering unity notwithstanding, the language is faced with a number of challenges ranging from linguistic interference, inadequate instructional resources, large language class, and poor teaching methods (Offorma, 2019). Like every other language, the primary aim of teaching Igbo language in schools is to develop communication skills in the learners of the language, especially on those to whom such languages are their cultural heritage. To develop these skills, Igbo language as a subject must be properly taught in the schools; and being properly taught entails achieving one of the salient features of good language teaching, which is having the ability to inculcate in the learner the capability to use the language effectively in oral and written communications. Thus, it is expected that Igbo language teachers should be able to instill in Igbo language students the capability to use Igbo language effectively in both oral and written communications. Achievement of this lofty objective demands that the Igbo language teachers should have adequate knowledge of the contents, methodology and appropriate usage of relevant teaching resources for the Igbo language.

Teaching resources therefore are used to enhance teaching and learning. They are integral components of teaching and learning situation. They do not just supplement learning but also complement its process. It then suffices to say that if there must be effective teaching-learning activities, adequacy and effective utilization of available teaching resources are necessary so as to provide the teacher with interesting and compelling platforms for conveying information. The resources motivate learners to learn more and more and help in producing intended results as well. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. Teaching resources generally make teaching and learning easier and less stressful. They are those objects that are commercially acquired or improvised by a teacher to make conceptual abstractions more concrete and practical to the learner (Anyanwu, 2013).

Teaching resources are not just those objects or equipment used conventionally during the teaching-learning process. They include those objects improvised by the teacher to make teaching more concrete and practical to learners. They are those human and material resources used by the teacher to promote greater understanding of learning experience. They include resource persons and various materials like whiteboard, pictorials, flashcards, projector, slides, film strip and language laboratory. For the purpose of this study, teaching resources are those things involved in the teaching and learning process. These things include the chalk board, text books, pictures, the teacher and even the students as well as any other person who can contribute to the teaching and learning of the particular subject such as Igbo language.

This may have informed Nwabunwanne (2019) to feel that for effective teaching and learning of Igbo language in secondary schools, the necessary teaching resources such as skilled, experienced and

passionate Igbo teachers, Igbo text books in tune with the current curriculum, pictorials, electronic media, among others should be adequately available and utilized by the Igbo language teachers. The list of teaching resources is inexhaustible and their limit is the teacher's level of resourcefulness, creativity and imagination. Teaching resources include newspaper, magazines, pictures, textbooks, chalkboard, laboratory equipment, posters, bulletins, journal, radio, television, audiocassettes, tapes, film strip and slides. Others are overhead and opaque projector, real objects and computer.

The essence of using teaching resources especially in teaching Igbo language centers on the belief that nothing attracts and sustains the attention of the learners faster than the use of relevant teaching resources. Teaching resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Indeed, teaching resources serve as the channel between the teacher and the students in delivering the instruction. They enhance teaching and learning and make lessons interesting and meaningful. They also save teacher's time and energy in giving out much information. They may also serve as the motivation on the teaching- learning process (Jubay, 2014).

The great importance of teaching resources in the teaching and learning of Igbo language notwithstanding, the extent of utilization has been hampered by the extent of availability hence Omeje and Chineke (2015) assert that most of the teaching resources were not available in the schools, while the few available ones were utilized to a very low extent. Researchers such as Acharu & Solomon, (2014); Adakole, Eiriemiokhale & Nnaji, (2016), and Priye, (2016) have identified inadequate funding, poor policy formulation and implementation, lack of maintenance, capital intensity, corruption, vandalization of facilities and compromise by supervisory bodies as some of the factors that impede availability of teaching resources in the

government-owned secondary schools in Enugu state in particular and Nigeria at large.

Other factors that constrain the utilization of teaching resources in teaching Igbo language are inadequate instructional resources, large language class, and poor teaching methods. Also, accusing fingers for non-utilization of teaching resources point at low teacher competence in the area of effective resource utilizations; failure to appreciate the importance of using such resources in promoting and understanding of Igbo language concepts being studied; insufficient awareness of types of resources for use in teaching different Igbo language content areas; and limited ability to use instructional materials (Offorma, 2019; Okeke and Okoye, 2013).

From the points mentioned above, it is obvious that teaching resources are inadequately provided in schools, and therefore, Igbo teachers are therefore expected to explore his/her environment and discover resources that can be used in place of the factory finished or imported ones. Indeed, to keep up with changing technological development, in a depressed economy like Nigeria, improvisation of teaching resources, has become a panacea and an indispensable strategy toward effective Igbo language instructional delivery (Ezeh, 2019). This is because the teacher's effort to find alternative for the supply of locally made material elicits the innate act of improvisation, whose importance rests on the assumption that effectiveness of learning depend on what learners look at and listen to. This implies that improvisation of teaching resources for teaching Igbo language is the sensor experience given to Igbo language learners as alternative to ideal objects, topics, ideas and events aimed at effective teaching and learning of Igbo language (Okoro, 2014).

From the point of physical objects, improvisation is a make-shift, quickly in time of need, using whatever happens to be available to achieve teaching goals. Though it may not adequately replace the well-researched and developed equipment, tools and

consumables, it keeps the system going while the most appropriate materials are sought for (Okala, 2015). Indeed, teaching within an economy of scarce resources challenges the ingenuity of the teacher. The teacher's positive response to the challenge is shown by the extent of improvisation made towards effective instruction rather than complaints (Aginobu, 2015). Considering the cost implication of already-made teaching resources, Momoh (2015), presented improvisation as the construction of cheap and simple alternatives by the teacher to facilitate teaching and learning.

It is obvious that one of the major impediments to growth and development in secondary schools in Nigeria is the perennial shortfall in the provision of essential resources, either in form of inadequate or unqualified staff or sheer lack of physical resources to service the system. Given the inadequate provision of teaching resources for teaching Igbo language, there is obvious divide in the extent of availability, utilization and improvisation based on rural and urban lines. For instance, interviewing two groups of students from a rural secondary school and an urban secondary school in Enugu State, a mini-empirical picture of disparities between rural and urban education with respect to imbalanced eco-social development between rural and urban area in Nigeria was revealed. This disparity was expatiated by Nworgu and Nworgu (2013) when they averred that even though there is a growing tendency towards urbanization, the majority of the Nigerian population still resides in the rural areas (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2009), which suffer from copious economic, social, political and geographical deprivations. The impact of rural deprivations or neglect is pronounced and is manifest in severe rural poverty, poor health services, poor educational services. It is obvious that urban and rural schools are not the same when it comes to resources and learning environments" (Ovute & Nworgu, 2013).

Students of urban secondary schools have greater access to many resources and therefore have opportunities that are not easily accessible to students of rural secondary schools. For instance, according to Ovute & Nworgu (2013), there are less qualified teachers in the rural secondary schools because secondary schools in the urban areas usually have teachers that have good communications skills in English and mastery of other subjects like Igbo language. Naturally, most of the teachers compete for placement in urban schools, so, rural schools have inadequate teachers. In terms of facilities and general resources, some of schools in rural areas are dilapidated compared to those in urban secondary schools. The problem regarding unequal distribution of resources between rural and urban areas also affects the provision of teaching resources in these schools. Hence, it is necessary to ascertain the exact situation with respect to Igbo language teaching resources in urban and rural areas. Information on urban and rural secondary school teachers' improvisation of non-available teaching resources in government-owned secondary schools in Enugu state seems to be non-existence to the best of the researchers' knowledge. It is therefore against this background that the researchers seek to find out the extent to which urban and rural secondary school teachers improvise non-available teaching resources for teaching and learning Igbo language in Enugu State.

Statement of the Problem

A consensus seems to have emerged among researchers that teaching resources impact positively on the teaching of any subject. These resources they argue make lessons practical and realistic, enhance retention, promote active participation in teaching-learning process, stimulate the desire to learn and discourage disruptive behaviours among students and as well improve teachers' creativity. Fast decline in student's performance in West African Senior School Certificate Examination (WASSCE) in Igbo

Language had been observed for some years running. For example the executive summary of entries, results and chief examiner's report on the WASSCE conducted in Nigeria in 2017 and released by WAEC Headquarter Accra show that for the Igbo school candidates, the percentage of passes at credit level was 55.3% in 2015 which declined to 50.26% in 2016 and a further decline to 34.52% in 2017 representing an increasing percentage failure to 13.73 in 2015; 17.09 in 2016 and 37.9 in 2017. It is even possible that this standard of performance may be continuous in subsequent years. This implies that the study and use of Igbo Language as predicted by UNESCO may be truly heading for extinction and a major causative factor may be inadequate and poor utilization of the teaching resources in teaching Igbo Language in our schools. Worst still urban and rural secondary school teachers' improvisation of non-available teaching resources for teaching Igbo in government-owned secondary schools in Enugu state is given little or no attention. This study therefore is set out to appraise urban and rural secondary school teachers' extent of improvisation of non-available teaching resources in teaching Igbo language in secondary schools in Enugu State.

Purpose of the Study

The main purpose of the study was to appraise teachers' improvisation of resources used in teaching and learning of Igbo language in secondary schools in Enugu State. Specifically, the study appraised the:

1. extent to which teachers in urban and rural secondary schools improvise non-available teaching resources for teaching and learning of Igbo language in secondary schools in Enugu State.

Research Question

The following question guided the study

1. To what extent do teachers in urban and rural secondary schools improvise non-available teaching resources for teaching and learning of Igbo language in secondary schools in Enugu State?

Hypothesis

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of teachers in urban and rural secondary schools on extent of improvisation of non-available Igbo language teaching resources.

2.

Method

Descriptive survey research design was utilized for this study. Descriptive survey research design according to Nworgu (2015), is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The descriptive survey research design is considered suitable since the study solicited information from the respondents directly and afford all the respondents equal chance of being chosen for the study. The population for the study comprised all the 679 Igbo language teachers in the government owned secondary schools in Enugu State. The sample for this study was 208 Igbo language teachers in both, urban and rural secondary school in Enugu State. Multi-stage sampling procedure was used in sampling the respondents. Stage one involved the purposive sampling technique where two education zones namely (Nsukka education zone and Obollo-Afor Education Zone) were selected. The choice of this technique was based on the proximity, and accessibility of the respondents to researchers. The second stage was balloting without replacement of the simple random sampling technique. This technique was however used in sampling 50 percent of the 216 Igbo teachers in rural schools giving 108 teachers. However all the one hundred (100) teachers in urban schools formed part of the sample. The total sample used for the study was two hundred and eight (208) Igbo language teachers. The instrument for data collection was a questionnaire developed by the

researcher named: Improvisation of Teaching Resources Used in Teaching Igbo Language Questionnaire (ITRUTILQ). The questionnaire has two parts A and B. The first part is concerned with information regarding the respondent's location. The second part has 1 cluster with 10 items structured to answer the research question. 4-point rating scale was provided for the respondents to make their responses as follows: Very Great Extent (VGE)=4 points; Great Extent (GE)= 3 points; Low Extent (LE) =2 points; Very Low Extent (VLE) =1 point

The instrument was subjected to validation by three experts, two from the department of Educational Foundations and one in Measurement and Evaluation in the Faculty of Education, Enugu State University of Science and Technology (ESUT), Enugu. They were given the instrument, the purpose of the study, the research question and the hypotheses to critically examine, study and assess the suitability of the language, clarity of statements, possible ambiguities, errors, omissions, adequacy and relevance of the items in addressing the research questions. The comments of the validators were utilized by the researchers in modifying some of the items and finally arriving at the present status of the instrument. To ascertain the reliability of the instrument, the researchers conducted a trial test using Cronbach Alpha method of establishing reliability, an overall reliability index of 0.89 was obtained for the entire instrument. The instrument was administered to the selected respondents with the help of two research assistants who were trained and acquainted with the requisite knowledge and skills in administering and collecting the questionnaires. Two Igbo language teachers from each of the schools serving as the research assistants helped in the administration and collection of the questionnaire. The researchers trained these research assistants in data collection procedures. During the training exercise, the researchers acquainted them

with the purpose of the study, research question and hypothesis. The research assistants were updated on how to administer and retrieve the instrument. Out of the 208 copies of the questionnaire administered, 203 were successfully filled and returned. This gave a return rate of approximately 98%.

The data collected for this study were analyzed using the mean and standard deviation to address the research questions. The total weighted frequencies were used to determine the mean ratings for each item, thus, Any mean score above 2.5 was adopted as very great extent or strongly agree while those below represented very low extent or strongly disagree. The t-test analysis was used to test the hypothesis at .05 significance level. The t-test was

considered appropriate because of its capacity to handle both small and large numbers. If the calculated value of significance is less than .05, then the mean difference is significant and the null hypotheses were accepted as stated. All the analyses were done with statistical package for social sciences (SPSS).

Results

Research Question 1:

To what extent do teachers in urban and rural secondary schools improvise non-available teaching resources for teaching and learning of Igbo language in secondary schools in Enugu State?

Table 1: Mean and standard deviation of teachers in urban and rural locations on the extent to which teachers in secondary schools improvise non-available teaching resources for teaching and learning of Igbo Language in Secondary Schools in Enugu State.

N = 203

S/N	Extent teachers improvise teaching resources in secondary schools include;	URBAN			RURAL			OVERALL		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC	\bar{X}	SD	DEC
1	improvise television sets with old cartons as teaching resources in for Igbo Language.	2.41	0.99	LE	2.33	1.33	LE	2.37	1.16	LE
2	bringing in other resource personnel in teaching Igbo language	2.17	1.18	LE	2.49	1.20	LE	2.33	1.19	LE
3	improvise weaved objects from the raw materials in the environment for the teaching of Igbo language.	2.3	1.15	LE	2.60	1.23	GE	2.45	1.19	LE
4	carving objects from the raw materials available in the environment for the teaching of Igbo language.	2.18	1.16	LE	2.32	1.12	LE	2.25	1.14	LE
5	drawing pictures/ graphic representations of objects to be taught.	2.72	1.13	GE	2.88	1.21	GE	2.80	1.17	GE
6	improvise relics for the teaching of some topics in Igbo customs and traditions.	2.28	1.15	LE	2.66	1.13	GE	2.47	1.14	LE
7	molding objects for the teaching of	2.32	1.12	LE	2.60	1.10	GE	2.46	1.11	LE

	Igbo language.										
8	improvise periodic charts for the teaching and learning of Igbo concept.	2.24	1.18	LE	2.54	1.24	GE	2.39	1.21	LE	
9	use students to demonstrate while teaching Igbo language	2.76	1.17	GE	2.96	1.21	GE	2.86	1.19	GE	
10	use riddles and jokes as well as Igbo folktales in teaching Igbo language	2.84	1.16	GE	3.02	1.04	GE	2.93	1.10	GE	

Grand Mean and Standard Deviation	2.42	1.14	LE	2.64	1.18	GE	2.53	1.16	GE		
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Results of data analysis in the table above showed that higher mean responses were recorded for items 5, 9 and 10. Their overall mean response values were 2.80, 2.86 and 2.93 with standard deviation of 1.17, 1.19 and 1.10 respectively. The values were higher than the cut-off point of 2.50, thereby indicating Great Extent (GE). On the other hand, low mean responses were recorded for items 1, 2, 3, 4, 6, 7 and 8. The overall mean values were 2.37, 2.33, 2.45, 2.25, 2.47, 2.46 and 2.39 respectively. The values were less than the cut-off point and therefore considered Low Extent (LE). The value of the grand mean was 2.42 (SD= 1.14) and 2.64 (SD = 1.18) for urban and rural schools respectively. The overall mean response was 2.53 with standard deviation of

1.16, and higher than the cut-off point. This implied that the only improvisations done by teachers include drawing pictures/graphic representations of objects to be taught, use of students for demonstration, and use of riddles, jokes and folktales. Hence, teachers in urban and rural secondary schools to a low extent improvise non-available teaching resources for teaching and learning of Igbo language in secondary schools in Enugu State.

Hypothesis 1:

There is no significant difference in the mean ratings of teachers in urban and rural secondary schools on extent of improvisation of non-available Igbo language teaching resources.

Table 2: t-test of mean ratings of teachers in urban and rural secondary schools on the extent of improvisation of non-available Igbo language teaching resources.

LOCATION	N	Mean	Std. Deviation	t-cal	df	t-crit	Dec.
URBAN	97	2.42	1.14	0.04	201	1.96	NS
RURAL	106	2.64	1.18				

Table 2 shows that the t value for the difference in mean rating of teachers in urban and rural schools on the extent of improvisation of non-available Igbo language teaching resources is .04 at .05 level of significance and 201 degree of freedom. Since 0.04 is less than critical t-value of 1.96 at 0.05 level of significance and 201 degree of freedom, the null

hypothesis is not rejected. Hence, there was no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent of improvisation of non-available Igbo language teaching resources.

Discussion of Findings

Research question one which sought the extent teachers in urban and rural secondary schools improvise non-available teaching resources for teaching and learning of Igbo language in secondary schools in Enugu State indicated that teachers in urban and rural secondary schools to a low extent improvise non-available teaching resources for teaching and learning of Igbo language in secondary schools in Enugu State. Results of analysis of the research question showed that the improvisation done by teachers include drawing pictures/graphic representations of objects to be taught, use of students for demonstration, and use of riddles, jokes and folktales. Generally, the results further showed that teachers in rural schools improvise the teaching resources more than their urban counterparts. Analysis on the null hypothesis showed that there is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent of improvisation of non-available Igbo language teaching resources. These findings are in line with Omeje and Chineke (2015), which asserted that most of the teaching resources were not available in the schools, while the few available ones were utilized to a very low extent. Ovute and Nworgu, (2013), noted that it is obvious that urban and rural schools are not the same when it comes to resources and learning environments. Okoro (2014), maintained that there is need for improvisation of relevant materials. Thus it is important that stakeholders should intervene in addressing this trend by ensuring that teachers, irrespective of their places of posting, are adequately provided with relevant teaching resources, as well as taught the rudiments of improvisation for effective instructional delivery.

Conclusion

Based on the findings on the discussion above the following conclusions were made: Teachers in urban and rural secondary schools to a low extent

improvise non-available teaching resources for teaching and learning of Igbo language in secondary schools in Enugu State, more so, there is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent of improvisation of non-available Igbo language teaching resources.

Educational Implications of the Findings

The finding of this study holds implication for the Igbo teachers, students and the government as well.

The Igbo teachers through the study are now equipped and encouraged in the use of improvisation thereby improving teaching and learning of Igbo in secondary schools.

Since the instructional materials for teaching and learning of Igbo are in short supply, improvisation will promote quick understanding by assisting learner's attention and give first-hand experience which are not easily forgotten to students, stimulate creative expression in students and encourage active participative and practical knowledge of Igbo.

The findings of this study holds a strong implication for students as they are provided with very rich experience and are afforded the opportunity to manipulate materials for direct concrete experience which will definitely boast students achievement in both internal and external examinations.

The findings of this study hold strong implication to the government which is saddled with the responsibility of ensuring quality education as a vital tool for human and economic development. Efficient adoption of improvisation in teaching and learning of Igbo language will help to accelerate, close up the gap and inability of government in giving expected attention to provision of educational facilities and instructional materials for teaching and learning of Igbo language in secondary schools in Enugu State.

Recommendations

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

1. State ministries of education should organize seminars and workshops to train Igbo language teachers on how best to use teaching resources for teaching the subject.

2. Special incentives and motivations, in the form of improved remunerations, sponsored in-service trainings, etc. should be given to Igbo language teachers as a means of enhancing their professional efficiency.

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