



# TEACHERS' UTILIZATION OF LEARNING RESOURCES AND ATTITUDE TO WORK ON LEARNERS' PERFORMANCE IN ENGLISH LANGUAGE IN SELECTED PRIMARY SCHOOLS IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE

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## ABSTRACT

The main purpose of this study was to investigate teachers' utilization of learning resources attitude to work and learners' performance in English Language in selected primary schools in Calabar South Local Government Area of Cross River State. To achieve the purpose of this study, two research questions were posed, two hypotheses were formulated. Literature was reviewed based on the sub-variables of the study. Quasi-experimental design was adopted for the study using simple random technique with the sample of one hundred and twenty (120) respondents. Questionnaire instrument was used for data collection and the data was analyzed at 0.05 level of significant using independent t-test analysis to test the hypotheses. The results and conclusion of findings revealed that learning resources and teachers' attitude to work greatly influence learners' performance in English Language in Primary Schools in Calabar South Local Government Area of Cross River State, Nigeria. Based on the findings, some recommendations such as; teachers should be encouraged in schools to utilize learning resources in teaching. Pupils should be involved in the production of learning resources, appropriate tasks be assigned to teachers to enable them put in their best for learners' good academic performance.

**KEYWORDS:** Teachers' Utilization, Learning Resources, Attitude to Work, Learners' performance

## INTRODUCTION

English language has proven useful to man in his daily struggle to communicate and build a virile world.

In most developed and developing nations, English Language apparently provides the basis for effective communication and for effective socio-economic, political, commercial and

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structural development. The most disquieting and alarming fact about it is that there is a high rate of examination failure in English Language in most of our Nursery/Primary schools and in a situation where some manage to pass, most time, the credit is alluded to examination malpractice of various shapes. Some lay the blame on government for their shortcomings towards schools such as inadequate funding of teaching materials, poor environmental conditions and lack of qualified effective English Language teachers. Others on their part blame it on head teachers' administrative inefficiencies while major blame goes to the subject teachers for their inefficiency. The teachers and the school counsellors of today are at ease as compared to those of the colonial era who were conscientious and effective in managing schools.

It has however, become a thing of concern that beginning from the early year 2010, learners' performance in English Language has recorded a dramatic decline. Teachers and educational planners in the subject seem to have utilized their learning resources and the inclusion of English Language Oriented programmes on television among others without recording much significant improvement (Usha, 2016), government on its own part has made English Language a core subject thus making it compulsory at all levels of education – primary, secondary and tertiary schools with the hope of improving upon learners performance. This has also yielded no serious impact (Ubi, 2013).

Consequently, one is forced to reason that it is not only government involvement that influence learners' performance in English Language. Psychologists, especially those in the area of English Language education are more interested in other psychosocial factors as possible predictors of academic performance or learners' personal effort toward a subject.

According to Usha (2016), a good number of researchers have exhaustively presented general intelligence, anxiety and achievement motivation, among others as possible reason for performance discrepancy. In this study, the researchers intend to examine the validity of reasoning that a learner's performance in English Language can be predicted by teachers' utilization of learning resources and attitude to work.

Each of these two variables-teachers' utilization of learning resources and teachers'

attitude work have been reported as correlating positively with academic performance at various levels of academic endeavours but what may seem to be of great concern is the extent to which these factors impact the learners' performance in English Language.

The utilization of learning resources in the teaching-learning situation involves not only the sense of hearing but also sense of sight and touch. The function of learning resources in teaching –learning process could be viewed from how they affect the teaching process and learning outcome. Teachers' attitude on the other hand is the mindset that affects how a person thinks and acts. It refers to one's mental predisposition which determines the next line of response to stimuli to which attitude is directed. It also refers to the feelings and beliefs of learners about English Language which could be expressed. Covertly or overtly in favourable or unfavourable degrees.

Aniah, Anashie and Offem (2022) agreed that teachers' proficiency depends on the attitude they possess for the profession. That the positive attitude helps the English Language teachers to develop a conducive learner friendly environment in the classroom. This also costs a fruitful effect in the learning of the pupils. The nursery primary is the source from which secondary and tertiary admit students into different programmers. Moreover, primary education being the foundation should be properly taken care of because if the foundation is not adequately laid the entire system will collapse while the secondary and tertiary institutions will suffer. Again, since the rest of the other levels of education are built upon it, the nursery primary level is the key to the success and failure of the whole system of formal education. Learners' study readiness in primary schools can only be better if the teachers' attitude to work is positive at this level of school age. (Aniah, Edeh, Adie, Odok and Adigeb, 2022) Learning resources are very important as far as the intellectual development of a child is concerned because it is the learning resources that will help to mould the child's intellectual ability. It is expected that the utilization of learning resources would lead to the attainment of goals and performance in English language by learners. With the provision of these learning resources and teachers' attitude to work, pupils' performance in English language will be attained. It is against this background that this

study intends to examine the validity of agreeing that pupils' performance in English language can be predicted by the use of learning resource and teachers' attitude to work.

## LITERATURE REVIEW

### TEACHERS' UTILIZATION OF LEARNING RESOURCES AND LEARNERS' ACADEMIC PERFORMANCE

Individuals have perceived and acknowledged the purpose and functions of learning resources in effective teaching and learning. Hallack (2011), emphasized that the availability, relevance and adequacy of learning resources like charts, posters, fliers, video-tape, television, regalia etc. contribute to academic achievement in schools. Lorton and Walley (2013) posited that learning experiences are at their best when the classrooms around them meet their needs through its adequacy and effective utilization. Walberg and Thomas (2014), in their own contributions reported that children learn best when they can actively explore a classroom rich in adequate learning resources. Also, according to Williams (2011) who considers learning resources as materials available to teachers in their daily instructional roles. He also believes that all learning materials since they contribute in one way or the other in fostering pupil learning. Wilkins(2011), comments on the importance of learning resources as effective tools in teaching pupils in schools. He also insists that there could be no effective teaching and learning without the use of learning resources. Watson (2014), posits that if every lesson is taught with the use of learning resources in teaching-learning situation, it will give more retention on the learners contributing to the importance of learning resources, Inyany-Abia (2004) who holds the opinion that in the teaching of any subject with the use of learning resources goes a long way in making learning easier and pupils' academic achievement greatly improved.

### TEACHERS' ATTITUDE TO WORK AND LEARNERS' PERFORMANCE

Studies (Aniah, Anashie & Offem, 2021; Ndaku, 2018) have shown that teachers' attitudes to work are major impediments to Nigerian learners in English Language academic performance at primary school level. Related studies carried out elsewhere (Wilkins, 2010) & Ismail, 2013) report similar findings. This situation is particularly worrisome considering the fact that

nearly all courses require a credit in English Language for one to qualify to read them in higher institutions.

Studies have linked such poor outings by learners to their teachers' negative attitude to work and their poor English Language background. Adeyemo (2015) observes that teachers' attitude to work influence teaching and learning of pupils in classrooms. Oleye (2017) further suggested that there is a relationship between teachers' attitude to work, that included of teachers' knowledge of the subject, the communication abilities, the teachers' interest in teaching job, emotion and stability of the teacher were founded to affect pupils' academic performance in Pakistan.

Usha (2016) investigated the influence of test anxiety and instructional variables on senior secondary school students' English Language performance in Ikom Education Zone of Cross River State. Four null hypotheses were formulated and tested at .05 level of significance. The study revealed among others that the teachers' attitude to work and students' attitude towards English Language, both do have significant influence on the students' academic performance.

## METHODOLOGY

The research design was a quasi-experimental design to choose the sample, four schools were randomly selected from the fifteen primary schools in Calabar South Local Government Area of Cross River State, Nigeria.

These four schools were then randomly assigned to the three instructional models used in the study. The study sample therefore consisted of one hundred and twenty (120) pupils. Three instruments were used in the study, namely;

(i) Learning tasks on English Language topics (ELT): This instrument involves English Language tasks drawn from singular/plural, past/present tense, meaning/opposite, preposition and spelling of words. It was prepared as a lesson scheme and taught to learners by the researchers in two of the schools using learning resources. The same lesson scheme was also taught to learners in the other two schools by the researchers without using learning resources.

(ii) English Language Performance Test (ELPT): The instrument consisted of 20 multiple choice items (with four options lettered A – D) drawn from singular/plural, present/past tense,

meaning/opposite, preposition and spelling of words. A minimum of four items were drawn from each of these topics. The primary school English textbook authored by English Language Teacher Association of Nigeria (ELTAN) which was one of the Ministry of Education recommended English Language textbook was used in designing the instrument.

(iii) Teachers' Attitude Inventory (TAI): This consists of statements to which respondents (learners) were meant to show their levels of agreement or disagreement based on a 4 point likert type scale- strongly agree (A), Agree (A), Disagree (D) and strongly disagree (SD).

### **The validity of the instrument**

One practicing English Language teacher as well as one University English Language educator were involved in the face and content validation of the instruments. Specifically, they were concerned with the critical and logical assessments of the instruments to ensure that the purpose of the research, research problems, research hypotheses as well as the contents were adequately considered in designing them. To determine the reliability of the instrument, the instruments were pilot tested in two schools that did not participate in the study. Thereafter, Kuder-Puchardon ( $KOP_{20}$ ) formula and Cronbach Alpha estimate were used to test the reliability of English Language Performance Test (ELPT) and teachers' Attitude Inventory (TAI) respectively. The reliability estimates of ELPT and TAI were 0.81 and 0.88 respectively.

With the help of each school authority, adequate arrangement was made for the administration of the instruments. Two of the four schools were randomly assigned to each of the two instructional models. Subjects in the control group were taught English Language using learning resources such as charts, posters, television, while subjects in the experimental group were taught English Language without using learning resources. All the lessons were personally taught by the researchers. The administration of English Language Performance Test (EIPT) was however, carried out by the class teachers since studies in test administration show that learners are favourably disposed when a test is administered by their teachers and in their normal environment (Inyang & Archibong, 2010). All the subjects participated in the test.

### **STATEMENT OF THE PROBLEM**

The current poor academic performance of learners in English Language has posed very serious concerns to the government and parents, especially when considered against the resources spent each year training the learners. An earlier study (Usha, 2016) has shown that more than 60% of school-going individuals in Nigeria are underachievers as far as English Language is concerned. Learners hardly perform up to the level commensurate with their abilities/ such a limitation may arise from the nature of the learner-his personal traits or peculiar pattern of responding to the process of learning. It could also arise due to the forces operative in the classroom.

Most of the times when learners perform poorly in examinations, efforts are made by groups and individuals to print at the sources of the problem. The results of primary six placement examination (PSPE) yearly conducted by the Cross River State Ministry of Education is one examination in which massive failure in English Language has always alarmed home and school as well as the education theorists. Elsewhere, the same author Usha has also reported that less than 25% of graduating primary school (primary 6) learners who attempt the PSPE usually pass well enough to qualify for enrolment in Junior secondary schools. Ministry of Education officials tend to blame such massive failure on lack of competence and professional commitment on the part of teachers. Teachers on the other hand blame it on population explosion in schools leading to overstressed facilities and overworked teaching staff. The poser then is: To what extent can teachers utilization of learning resources and teachers' attitude to work impact learners performance in English Language? This study therefore, is an attempt to find answers to this question.

### **PURPOSE OF THE STUDY**

The purpose of this study was to find out if:

- i. Teachers' utilization of learning resources has any significant impact on learners' performance in English Language.
- ii. Teachers' attitude to work has any significant impact on learners' performance in English Language.

**RESEARCH QUESTIONS**

The following research questions were raised to guide the study:

- i. Is there any significant impact of teachers' utilization of learning resources on learners' performance in English Language?
- ii. Is there any significant impact of teachers' attitude to work on learners' performance in English Language?

**HYPOTHESES**

The following hypotheses were formulated to guide the study:

- i. There is no significant impact of teachers' utilization of learning resources on learners' performance in English Language?
- ii. There is no significant impact of teachers' attitude to work on learners' performance in English Language?

**Data analysis and results**

Independent t-test statistics was employed for testing the two hypotheses formulated hypotheses for the study. All the hypotheses were tested at .05 level of significance.

**TABLE 1: Independent t-test analysis of impact of teachers' learning resources on learners' performance in English Language (n = 120)**

Variable	N	$\bar{X}$	Sd	tcal	Tcrit
Learners taught with learning resources	80.	59.12	10.01	5.89	1.96
Learners taught without learning resources	40	51.10	7.01		

**TABLE 2: Independent t-test analysis of impact of teachers' attitude to work on learners' performance in English Language (N = 120)**

Variable	N	X	Sd	tcal	Tcrit
Positive attitude	60	33.23	3.97	2.61	1.96
Negative attitude	60	31.27	4.27		

Result in Table 1 revealed that learners who were taught using learning resources before English Language test performed better than learners in the group taught without using learning resource

This is so because the calculated t-value of 5189 was by far greater than the critical t-value of 1.96 at .05 level of significance. Therefore, the null hypothesis was rejected in favour of the alternate hypothesis.

This implies that there is a significant relationship between teachers' utilization of learning resources and learners' performance in English Language.

Result in Table 2 revealed that there is a significant impact of teachers' attitude to work on learners' performance in English Language. This is so because the calculated t-value of 2.61 is higher than the critical t-value of 1.96 at .05 level of significance. Therefore, the null hypothesis was rejected while the alternate was accepted.

This means that there is a significant impact of teachers' attitude to work on learners' performance in English Language.

**DISCUSSION OF FINDINGS**

(i) Teachers' utilization of learning resources on learners' performance on English Language.

The result indicated a very high significant relationship between teachers' utilization of learning resource on learners' performance in English Language.

In support of this result, Hallack (2011) asserted that the availability, relevance and adequacy of learning resources like charts, posters, fliers, video type etc contribute to academic achievements in schools.

The result of this finding was in consonant with the opinion of Inyang-Abia (2004) who said that in the teaching of any subject with the use of learning resources goes a long way in making

learning easier and pupils' academic achievement greatly improved. Supporting his view Walberg and Thomas (2014) reported that children learn best when they can actively explore a classroom rich in adequate learning resources. Similarly, Wilkins (2011) in his study asserted that there is the importance of learning resources as effective tools in teaching pupils in schools'.

(ii) Teachers' attitude to work on learners' performance in English Language.

Data was collated and analysed on the hypothesis. The result showed a significant relationship between teachers' attitude to work on learners' performance in English Language.

In affirmation to the above result, Adeyemo (2015) observed that teachers' attitude to work influence the teaching and learning of pupils in classrooms. In consonance with the finding of the study, Oleye (2017) asserted that there is a relationship between teachers' attitude to work that included teachers' knowledge of the subject matter, communication abilities, the teachers' interest in the job, emotion and stability of the teacher were found to affect pupils' academic performance. The study is in agreement with Usha (2016) whose studies revealed that the teachers' attitude to work and students' attitude towards English Language, both do have significant influence on students' academic performance supporting this result, studies by (Aniah, Anashie Offem, 2021; Ndaku, 2018) affirmed that teachers' attitude to work are major impediments to Nigerian learners in English Language academic performance at primary school level.

### CONCLUSION

The findings of this study led to the following conclusion: an instructional model in which English Language were taught first using learning resources was most effective in understanding English Language topics and performed better than their counter parts who were taught without using learning resources. Also, teachers' attitude to work significantly impact learners' performance in English Language. Truly, this work has succeeded in mapping out a new course in the teaching and learning of English Language in our primary schools.

### RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made;

- i. It is therefore recommended that English Language teachers should use learning resources in their lesson presentation as this will make their lesson clear and reduce boredom.
- ii. The teacher should be punctual to class, write notes of lesson step by step on every topic to be presented to learners so as to improve the academic performance of learners in English Language.

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## APPENDIX

### ENGLISH LANGUAGE PERFORMANCE TEST (ELPT)

**Instruction:** Circle the correct answer

1. Rose has three \_\_\_\_ in her school bag (a) Key (b) Keys (c) kys (d) Keies.
2. There are four \_\_\_\_ in the store. (a) sheep (b) ship (c) shep (d) sheeps
3. Etim and Okon are \_\_\_\_ (a) girls (b) girl (c) brother (d) brothers
4. They were two black \_\_\_\_ sitting on the wall. (a) Brides (b) brid (c) birds (d) bird
5. I \_\_\_\_ him yesterday. (a) met (b) meet (c) make (d) see
6. They \_\_\_\_ me everything about the house last month. (a) tell (b) told (c) teel (d) tool
7. The family \_\_\_\_ Lagos yesterday very late. (a) come (b) arrive (c) arrived (d) go to
8. The cups \_\_\_\_ used for tea. (a) were (b) was (c) is (d) will  
From the list of words lettered A to D, choose the one that is opposite in meaning to the underlined word.
9. The cast consisted of many famous actors and few \_\_\_\_ ones (a) humble (b) infamous (c) unknown (d) unpopular
10. He is always happy while I am always \_\_\_\_ (a) sat (b) sit (c) sid (d) sad  
From the list of words lettered A to D, choose the one that is nearest in meaning to the underlined words.
11. He has just left \_\_\_\_ Calabar. (a) at (b) for (c) in (d) on
12. The teacher is coming \_\_\_\_ school (a) to (b) in (c) for (d) with
13. I am not good \_\_\_\_ social studies (a) at (b) in (c) for (d) with
14. The time is five minute \_\_\_\_ six. (a) to (b) at (c) by (d) on  
Circle the correct spelt word
15. (a) occurrence (b) occurence (c) occurence (d) occurrence
16. (a) Occasion (b) occasion (c) occasion (d) occassion
17. (a) Exercise (b) exercice (c) exersice (d) excicise
18. (a) Corection (b) correction (c) correction (d) coerrection

## APPENDIX B

## TEACHERS' ATTITUDE INVENTORY (TAI)

S/N	ITEMS	SA	A	D	SD
1.	My teacher is always late to school				
2.	My teacher uses English period to break meton				
3.	My teacher moves from desk to desk to make				
	<b>Sure learners understand the lesson</b>				
4.	My teacher rarely carries the dull learners along				
5.	My teacher hardly punishes the slow learners.				