Availability and Utilisation of Teaching Resources as Predictors of Secondary Schools Students’ Achievement in Oral English in The Gambia

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Researchers have attributed poor performance in Oral English to poor instruction. Availability and utilization of teaching resources in Oral English instruction has been found to be inadequate. Research design was descriptive and data was analysed using regression analysis. The results show that students’ achievement in Oral English had a non-significant positive low relationship with availability (r = .079; p>.05) but a non-significant negative low relationship with utilization of teaching resources (r = -.112; p>.05). Joint contribution of the two independent variables was not significant on achievement and relative contribution of availability (β = .175; t = .720; p>.05) and utilization (β = -.151; t = -.622; p>.05) was not significant.

Keywords: Oral English, Teaching Resources, Availability, Utilisation, Achievement

INTRODUCTION

The English Language is strategic in the different spheres of the Gambian national life. Although there are several indigenous languages in the Gambia, English language has been assigned a significant role in the polity. Some of these roles include the official language, language of education, language of business and a core subject in the Gambian educational system. Similarly, almost all the other subjects in the school curriculum are taught using the English language and this suggests that success in the language will guarantee students’ success in all other subjects in the school system. Apart from the roles played by the English language in the system of education in the Gambia, the language is also often used in politics, education, mass media, transaction, religion, and other aspects of national life.

As a subject taught and learned within the Gambian school system, the different skills of the language are taught from basic schools to the senior secondary school. Olagbaju (2015) avers that success in the different skills of the English language - listening, speaking, reading and writing - is generally considered as success in the subject in both internal and external examinations. The implication of this is that students’ learning outcomes in English language examinations is connected to success in the different subjects taught in the school system. Oral English is taught as part of the speaking skill of the language to the students and the content of the curriculum covers both the segmental and suprasegmental or prosodic features of the English sound pattern. The spoken or oral English aspect is considered the most problematic of all the language skills because most of the language teachers (mostly second language speakers) are not proficient in the production of some of the speech sounds of the English language.

Therefore, it is either the teacher avoids teaching the spoken aspect of the language wholly or takes parts that are convenient for him or her. Also, some teachers transfer their errors in the pronunciation of English speech sounds to their students who themselves are mostly second language learners. This is because in most cases, a Gambian child would have acquired one or more
indigenous language(s) before encountering English language as a core subject and the medium of instruction in school. This is perhaps why most Gambian students' proficiency in the speaking or oral skills of English language is poor and heavily influenced by Mother Tongue (MT) interference. Poor performance in the test of oral aspects of the English language examination has contributed immensely to the perennial mass failure recorded in the subject by Gambian students over the years.

Available data on the performance of secondary school students in the Gambia especially in public examinations showed that over 90% of the Gambian students who sat for 2018 West African Senior Secondary school Certificate (WAEC) Examination failed most of the subjects they registered for particularly subjects like Mathematics and English language. Out of the 13,335 candidates registered for the examination in 2018 from the 116 schools in the Gambia, only 475 (3.56%) candidates obtained credit passes in 5 subjects and above including English and Mathematics. This shows a decrease in the pass ratio when compared to students' performance in 2017 when 530 (4.30%) of the candidates registered obtained five credit passes including English and Mathematics. According to Touray (2018), the Ministry of Education described the 2018 performance as an improvement when one considers the fact that apart from the 475 candidates who obtained five credit passes in English and Mathematics, there are other 1,629 (out of 13,335) candidates who have 5 credits or more with at least a pass in English or Math or both.

From the analysis above, it is evident that mass failure in English and mathematics is a perennial problem in the Gambia. However, minimum of credit passes in English language and Mathematics remains one of the criteria for admission into any of the Universities in the Gambia (FRG, NAQAA, 2019). The implication of the data on students’ performance above is that the standard of education is falling as only 3.56% of the total numbers of students that registered and sat for the 2018 WASSCE are eligible for admission into any of the Universities in the Gambia. And this will continue to create a huge deficit in quality man power development and capacity building in the Gambia as a developing country. The desire to stem the tide of the falling standard of education in the country has provoked several interventions by the Gambian government through agencies and teachers aimed at improving students' performance in public examinations in general and English language in particular.

Most of these interventions have largely focused on development of the hardware (concrete aspect) of education such as construction of classrooms and school furniture, provision of donkeys and cart to transport female students in the remote areas to government-owned schools, flexibility in policy to reabsorb girl-child to school after childbirth, massive training and retraining of language teachers and so on (Freedom Newspaper, August, 2018). In spite of all these interventions, it is sad to note that students’ performance in English language especially in external examinations has been very poor. Other scholars (Akeredolu-Ale, 2007; Tom-Lawyer, 2014; Olagbaju, 2015) have equally submitted that poor performance in the English language still persists to a very large extent among students at the senior secondary and tertiary levels of education. Several teacher-related factors have been attributed to the persistent and increasing failure rates in English language among students and some of these include teacher’s training and qualification (Olagbaju, 2019), teaching styles (Zeep, 2004), inappropriate instructional strategy (Olagbaju, 2015), unavailability or poor utilisation of teaching resources (Adeosun, 2002; Tom-Lawyer, 2014) among other factors.

From the above, it can be inferred that most of the studies aimed at improving students’ achievement in the English have largely focused on teachers’ personality and the choice of instructional strategies employed in the instructional procedure. However, no matter how promising an instructional strategy is, it must be effectively combined with teaching resources before quality learning can occur. Some of these teaching resources include instructional materials (ICT laboratory (Daramola, 2011), tapes, audio/radio machine, slides, projectors, charts and other teaching aids) and their influence on language instruction has not been conclusively investigated. Teaching and learning activities in Oral English are often direct and frontal in approach with the little or no use of teaching resources. Instructional practices in Oral English are textbook-based in most Gambian schools and focused largely on making the learners pass examinations and not on building communicative competence in the target language.

Research attention needs to be further directed towards teaching resources and activities to improve the teaching of English in the senior secondary schools in the Gambia. Several studies have investigated the relationship between teaching resources (technical, electronic or manual), teachers’ effectiveness and students’ achievement. Lasisi (2001) emphasises the use of appropriate teaching resources in the process of teaching if the method or instructional strategy employed will be effective. The use of teaching resources in instruction is non-negotiable and should not be sacrificed for the use of innovative instructional strategies. The use of resources such as ICT, language laboratory, charts and other teaching aids such as dictionaries, audio-based media or tapes in the teaching of English language is very important. Scholars have identified immense benefits of making use of some of these resources in teaching. For example, Adeosun (2002) asserts that through the use of technological-driven resources in teaching, the world could be brought to the classroom.
Similarly, Ofodu and Oso (2015) posit that modern technology can be effectively employed as resources to make the process of teaching easy, exciting, instructing and interesting. The use of Information and Communication Technology (ICT) has significantly influenced pedagogy and instructional procedures in schools all over the world. This is because instructional materials and textbooks are now very affordable and available in electronic formats. Resources such as computers, overhead projectors, interactive smart boards and other electronic devices can be used to upgrade the quality of teaching, enhance students’ performance and enrich learning experience in the classroom. Also, when used as teaching resources, ICT can proffer solution to teaching-learning problems, aid knowledge recall/transfer and help students overcome the social problems posed by dependence on the chalk and talk method of instruction.

The influence of teaching resources such as ICT, e-books, textbooks, dictionaries and other materials have been investigated by several scholars with different findings. The study considers ICT, e-books, audio device/tape recorder, charts and dictionaries as some of the teaching resources used in English language instruction. Oyinloye and Gbenedio (2010) describe ICT as a very useful tool in the teaching and learning of a second language. Also, Ofodu and Oso (2015) reiterate that ICT offers special visual demonstrations and vivid illustrations when used in English language instruction. With the use of resources such as language laboratory for speech demonstration and listening drills, students can be effectively taught to articulate speech sounds. Ofodu (2007) reported that word processing and communication software were found to have contributed to the development of pupils’ language and communication skills.

It is evident that most of the teaching resources such as the interactive board, language laboratory, and ICT that are technologically based are too expensive or complex to manage in a developing country like the Gambia. However, most of the learners have cell phones with android technology and access to the internet. It is evident that most studies reviewed so far have largely focused on teachers’ awareness and utilisation of technological resources in teaching without necessarily considering the availability and utilisation of other resources that are readily available in the classroom. Some of such teaching resources that are not totally technological driven include cell phones, charts, textbooks, e-books, educational or learning applications. There is a dearth of literature on the availability and utilisation of teaching resources on the teaching of Oral English in the Gambia because most of the government-owned schools cannot boast of any form of e-books, standard library, language laboratory, internet facility or an ICT laboratory. Therefore, this study will examine the availability and utilisation of teaching resources on senior secondary school students’ achievement in Oral English in the Gambia.

STATEMENT OF THE PROBLEM

Perennial problem of poor performance in English language examinations in WASSCE and other public examinations has continued to be a source of concern to stakeholders in the Gambian educational system. Scholars have largely attributed the problem to several factors – from pedagogy to learner-related factors and teaching resources - this has led to research efforts in these areas. Laudable as these efforts are, the problem of poor performance in English persists. This might be due to the fact that previous studies have paid little attention to Oral English and resources employed in teaching of this aspect of English Language in the Gambia. Some of these resources include ICT laboratory, language laboratory, e-books, educational Apps on android cell phones and teaching aids (charts, dictionaries, audio devices or tape recorders and so on). Teaching resources play very important roles in learning irrespective of the choice of instructional strategy. However, past research efforts have not examined if these teaching resources are available or properly utilised in the process of teaching Oral English. Therefore, there is need to determine the relationship between availability and utilisation of teaching resources and students’ achievement in Oral English in the Gambia.

RESEARCH QUESTIONS

1. What relationship exists between the independent variables (Availability and utilization of teaching resources) and students’ achievement in Oral English in the Gambia?
2. What is the joint contribution of Availability and utilization of teaching resources to students’ achievement in Oral English in the Gambia?
3. What is the relative contribution of Availability and utilization of teaching resources to students’ achievement in Oral English in the Gambia?

THEORETICAL FRAMEWORK: VYGOTSKY’S SOCIAL DEVELOPMENT THEORY

The social development theory as propounded by Lev Vygotsky (1896-1934) has become the foundation of much research and theory in cognitive development over the years. Vygotsky argued that learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function (Vygotsky, 1978:90). Vygotsky found that children could solve more difficult problems with some assistance from a more knowledgeable peer. Thus, Vygotsky coined the term Zone of Proximal Development (ZPD). The ZPD is the gap between the actual development level and the level of potential development of a child when he is able to access support from an experienced adult or in partnership with peers. The aspect of Vygotsky social development theory with implications for this study is in the area of the
support provided by the teacher or more experienced adult/peer in the process of instruction through the use of teaching resources to advance students’ knowledge within their zone of proximal development.

**NATURE AND OBJECTIVE OF TEACHING ORAL ENGLISH IN THE GAMBIA**

English language is one of the core subjects taught in Gambian secondary school system and success in the subject is pivotal to university education in the Gambia. This is because English language remains a prerequisite for admission to higher institutions of learning in the Gambia and a compulsory course of study or subject in the first year of tertiary education and all the levels of education in the country. Therefore, the objectives of teaching English studies in the Gambia, particularly in the secondary school system is to facilitate and enhance both communicative and linguistic competence of the language learners. English is taught as a second language to learners who often come to school after having acquired one or more of the indigenous languages as their mother tongue or first language. The four language skills are taught with varying degrees of success but the speaking skills is perhaps the most poorly taught because most of the teachers are second language speakers of the language as well and they do not have the necessary teaching resources to concretise the process of instruction.

The regulations and syllabuses for West African Senior School Certificate Examination (WAEC, 2014) highlights the aims and objectives of teaching English Studies in the secondary school as to promote or facilitate usage of correct English, writing about incidents in English that are appropriate to specific audiences and situations; organisation of materials in paragraphs that are chronologically, spatially and logically coherent; control of sentence structures adequately; exhibition of variety in the choice of sentence patterns; agreement with the rules of grammar, spellings and punctuations; comprehension of written and spoken English; recognition of implied meaning, tones and attitudes; usage of acceptable pronunciation that can be comprehended by others; isolation and summarisation of relevant information from set passages. In relation to the teaching of Oral English, WAEC stresses the usage of acceptable pronunciation that is comprehensible by other interlocutors in a discourse.

Therefore, Adegbite (2005) and Obiegbu (2016) identify some of the objectives of teaching English language to include inculcating aptitudes that enable learners to be able to understand as well as converse effectively in spoken English, read effectively, comprehend critically and engage efficiently in expressive and creative writing. Although these objectives cover the four language skills basically in linguistic and communicative contents, the implementation of the English language curriculum in the classroom has not been explicitly or vigorously pursued by the Gambian government and language teachers. In most classrooms, the motivation to pass the subject is stronger than the desire to master it. Therefore, pronunciation drills and the teaching of both segmental and suprasegmental aspects of Oral English are mostly done by rote learning. However, Amuseghan (2007) argues language instruction should be conducted in the real sense of communicative situation to improve learners’ ability to understand the language and produce it in actual communication which is not the same as meeting the descriptive standard of examination-oriented English curriculum in schools.

Instruction in English as a Second Language (ESL) classroom should be focused towards building communicative competence through interaction. Obanya (2002) posits that instruction in a second language classroom should be in form of multi-way and multi-media exchanges (verbal and non-verbal) in the conduct of classroom teaching and learning activities. To achieve communicative competence in English language, there must be a paradigm shift in the area of instructional procedure. Emphasis must be shifted from reliance on textbooks to interactions and the use teaching resources such as ICT, e-book, charts, educational Apps and dictionaries to promote communicative competence in the learners. Classroom instruction in Oral English in Gambian schools should involve the use of teaching resources and be planned to promote communicative competence to overcome the challenges of linguistic or mother tongue interference.

However, the current instructional procedures in ESL classrooms in the Gambia are basically for academic and communicative purposes with little emphasis on the quality of pronunciation in and out of the classroom. The goal of teaching in most schools is to prepare the students for success in the examination while building communicative competence in the students is secondary. Amuseghan (2007) posits that apart from examination purposes, the teaching of English language should include promoting social interactions and the acquisition of basic language skills. Teaching and learning of English language should revolve around the productive and receptive skills which are needed for linguistic and communicative competence. Therefore, Obanya (2002) submits that instruction in English language should be communicative through multi-way and multi-media exchanges (verbal and non-verbal) in the classroom teaching and learning process. However, ESL instruction in Gambian schools is largely tailored to textbooks-based approaches and direct teaching.

There is too much emphasis on frontal teaching and textbook based instruction in the English language classroom, especially Oral English classes in Gambian schools. The emphasis is on results and not, competence in the speaking skill. There is a need for the teaching of Oral English in schools to be more interactive through the use of teaching resources that will captivate the learners
and develop their linguistic and communicative competence. This will enhance linguistic and communicative competence as well as enrich students’ language learning experiences. However, it is important that these teaching resources should be available in schools and used by teachers to improve students’ achievement and communicative competence in Oral English. Therefore, the concern of this study is to determine the availability and utilisation of teaching resources on students’ achievement in Oral English in the Gambia.

COMMON TEACHING RESOURCES IN ORAL ENGLISH INSTRUCTION

Science and technology play a vital role in the process of teaching and learning in the 21st century classroom. The impact of science and technology through the use of social media and other internet-friendly tools is becoming increasingly significant in the field of education. Ofodu (2007) posits that the youths, especially students, contribute significantly to the number of consumers of ICT resources because they spend lots of time exploring social media platforms such as 2go, Facebook, twitter, WhatsApp and so on. The implication of this is that the process of teaching and learning cannot continue to ignore the influence of internet-friendly tools and other forms of technology when planning or structuring the content to be learned. The use of tools that the learners are already familiar with or comfortable with as teaching resources has the potential to build and sustain their interest in the learning process.

According to Ofodu and Oso (2015), the use of modern technology in teaching makes the process of instruction to be easy, exciting, instructing and interesting. Research has established that the use of computers and some other teaching resources can enhance students’ performance in Oral English. Also, Adeosun (2002) asserts that Information and Communication Technology (ICT) appears to be effective at teaching language skills and it can create a departure from the traditional teaching method. However, Wangui (2012) laments the poor use of teaching resources in language instruction especially in the aspect of teaching English language skills. Wangui views the use of teaching resources as inadequate in most schools both in terms of quantity and variety despite the advantages of making use of such resources in language teaching.

Effective use of teaching resources can help students overcome the social problems posed by the chalk and talk method of instruction. Daramola (2011) found that teaching resources such as computer discs, monographs, textbooks, videos, and tapes are not available in most classrooms and the few resources available are to a high extent inadequately utilized for teaching and learning. Research (Dada 2001; Omoseewo 2004) has established a correlation between the use of teaching resources and teaching effectiveness. Also, Junias (2012) conducted a study to investigate factors affecting the teaching of English as a Second Language (ESL) and found that poor use of teaching resources, poor choice of methods, insufficient teachers’ and learners’ interactions and overcrowded classrooms were significant factors that made the teaching of language skills unsuccessful.

Further still, Adeosun (2002) avers that the use of visual resources such as pictures when combined with the traditional chalk and talk instructional approach makes the teaching process highly effective. Nalusiba (2010) found that inadequate teaching resources inhibited the reading culture among the pupils in Uganda. ICT can be used as teaching resources in Oral English classrooms to offer vivid visual and acoustic demonstrations of the English sounds. Language laboratories could be expensive or difficult to set up, but language teachers can teach speech demonstration and listening drills by downloading learning apps on English speech sounds. Oyinloye and Gbenedio (2010) considers the ICT as a useful tool in language instruction because it can be of immense assistance in the form of teaching resources in language teaching. Despite the volume of research on the effectiveness of teaching resources such as ICT, language laboratory, e-book, audio/tapes, charts and dictionaries on improving students’ learning outcomes, there seems to be little or no information on the availability and use of teaching resources in Oral English instruction in Gambian schools. Therefore, this study determined the availability and utilisation of teaching resources in the teaching of Oral English in the Gambia.

MATERIALS AND METHODS

This study adopted descriptive survey design of a correlational type. This is appropriate since the researchers had no direct control of the independent variables as their manifestations have already existed. The independent variables in the study were designed to investigate whether their manifestation would have any significant predictive relationship with the dependent variables.

Variables in the Study

This study was guided by two independent variables (availability and utilization of teaching resources) and one dependent variable (achievement in Oral English). The independent variables were used to predict students’ achievement in Oral English in senior secondary schools. Availability and utilization of teaching resources were classified into three levels: low (0-39), average (40-69) and high (70-100).

Population and Sampling Procedure

The target population of the study comprised all the Grade 11 students in the Gambia. Participants for this study were
randomly selected from six senior secondary public co-educational schools in Kanifing and Brikama Local Government Areas of the Gambia. The sample size was 853 students and 20 English language teachers from the selected schools.

Research Instruments

Questionnaire on Availability and Utilization of Resources Teaching in Oral English (QATORTOE)

This instrument was a self-designed questionnaire to elicit responses from the English language teachers on the level of availability and utilization of teaching resources in instructional delivery in ESL Oral English classrooms in Gambian schools. The instrument was divided into two sections A and B. Section A requires general demographic information of the participants such as school, sex, qualification, years of experience, classes taught and so on. Section B comprises 20 items – 10 for each availability and utilization of teaching resources in Oral English classrooms. QATORTOE was structured along a modified four-point scale of (i) Always, (ii) Sometimes (iii) Rarely, and (iv) Never. The instrument was revalidated in terms of language of presentation, clarity, and relevance of the items to the variable. The instrument was trial-tested on 6 English language teachers from two schools outside the sample schools for the main study and responses of the teachers were analysed using Cronbach alpha and the reliability coefficient of 0.78 was obtained.

Students’ Achievement Test in Oral English (SATOE)

The instrument was adapted from the WASSCE past question series by the researchers to assess students’ knowledge of Oral English. The WASSCE past questions were adapted in line with the scope of this study which is the segmental aspects of Oral English. Therefore, all the questions on the suprasegmental features of English sounds were expunged. The instrument was divided into two sections A and B. Section A consists of general questions to obtain demographic information of the participants such as school, class, age, sex, and so on. Section B comprises twenty-five (25) items on the segmental features of English language sound patterns. The achievement test is a multiple-choice type with four options lettered A, B, C, and D. The students were required to select the correct option. The instrument was subjected to content and face validity by experts in test construction and evaluation before the final drafts were produced. For reliability, test-retest procedure at an interval of two weeks was conducted on the 25-item instrument. A total of 210 Grade 11 students in two schools outside the sample schools for the main study were involved and a reliability coefficient of 0.89 was obtained.

Methods of Data Analysis

The English language teachers filled the QATORTOE and their students wrote the SATOE simultaneously. Data collected were subjected to various statistical analyses using Pearson Product Moment Correlation (PPMC), Multiple Regression Analysis (MRA) and various descriptive statistics tools such as mean, frequency count, standard deviation and simple percentage. These statistical tools were used to test the extent to which the independent variables in the study would be able to predict students’ achievement in Oral English.

RESULTS AND DISCUSSION

Research Questions One: What relationship exists between the independent variables (Availability and Utilization of teaching resources) and students’ achievement in Oral English in the Gambia?

Table 1 shows the patterns of relationship that exist between the independent variables (Availability and Utilization of teaching resources) and the dependent variable (students’ achievement in Oral English). The result indicates that students’ achievement in Oral English had a non-significant positive low relationship with availability of teaching resources ($r = .079;p > .05$) but a non-significant negative low relationship with teachers’ utilization of teaching resources ($r = -.112; p > .05$).

Research Question Two: What is the joint contribution of Availability and utilization of teaching resources to students’ achievement in Oral English in the Gambia?

Table 2 shows the joint contribution of the independent variables (Availability and utilization of teaching resources) to students’ achievement in oral English. The result indicates that the contribution of the two independent variables when pulled together was not significant on students’ achievement in Oral English ($F(2; 17) = .371; Adj. R² = -.071; p > .05$). This implies that variation in students’ achievement in oral English was not accounted for by the joint contribution of the two independent variables and that other models not included in this residual might have accounted for it.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Students’ Achievement in Oral English</th>
<th>Availability of Teaching Resources</th>
<th>Utilisation of Teaching Resources</th>
<th>No.</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Achievement in Oral English</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
<td>195</td>
<td>10.11</td>
<td>2.762</td>
</tr>
<tr>
<td>Availability of Teaching Resources</td>
<td>.079 (.273)</td>
<td>1.000</td>
<td>.222 (.346)</td>
<td>195</td>
<td>32.77</td>
<td>9.514</td>
</tr>
<tr>
<td>Teachers’ Utilisation of Teaching Resources</td>
<td>-.112 (.637)</td>
<td>1.000</td>
<td>1.000</td>
<td>20</td>
<td>60.05</td>
<td>8.488</td>
</tr>
</tbody>
</table>
Table 2: Summary of Regression Analysis of the Joint Contribution of the Independent Variables to the Dependent Variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>7.065</td>
<td>2</td>
<td>3.533</td>
<td>.371</td>
<td>.696b</td>
</tr>
<tr>
<td>1 Residual</td>
<td>161.885</td>
<td>17</td>
<td>9.523</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>168.950</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Summary of Regression Analysis of the Relative Contribution of the Independent Variables to the Dependent Variable

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Available  of Teaching Resources</td>
<td>10.327</td>
<td>5.833</td>
<td>.175</td>
<td>.770</td>
<td>.955</td>
</tr>
<tr>
<td>Teachers’ Utilization of Teaching Resources</td>
<td>-.053</td>
<td>.086</td>
<td>-.151</td>
<td>-622</td>
<td>.542</td>
</tr>
</tbody>
</table>

Research Question Three: What is the relative contribution of Availability and utilization of teaching resources to students’ achievement in Oral English in the Gambia?

Table 3 shows the relative contribution of the independent variables (Availability and utilization of teaching resources) to students’ achievement in oral English, as expressed in beta weight. The result indicates that the relative contribution of both Availability of teaching resources (β = .175; t = .720; p>.05) and teachers’ utilization of teaching resources (β = -.151; t = -.622; p>.05) were not significant. However, availability of teaching resources with the higher beta weight (.175) is the variable that better contributed to students’ achievement in Oral English.

The result showed an insignificant low positive relationship between availability of resources and students’ achievement in Oral English. Also, there is an insignificant low negative relationship between utilisation of teaching and achievement in Oral English. This result negates the findings of Adeosun (2002) and Ofodu and Oso (2015) that the availability and use of teaching resources improve students’ achievement. The implication of this result is that there are other variables that could have contributed to students’ achievement in Oral English apart from the availability and utilisation of teaching resources. Also, the result did not agree with Oyinloye and Gbenedio (2010) who submit that teaching resources are useful tools in language instruction because they contribute significantly to students’ learning outcomes.

The findings on the relationship between availability and utilisation of teaching resources and students’ achievement support the work of Lasisi (2001) that the availability and use of appropriate teaching resources should not be sacrificed for the use of innovative instructional strategies. The findings of this study also support Onchera (2013) that many schools do not provide a variety of teaching resources needed for English instruction. The study also found that availability and utilisation of teaching resources have no significant contribution to students’ achievement in Oral English. The implication of this result is that students’ achievement in Oral English was not accounted for by the joint contribution of the independence variables.

The result negates the findings of Nalusiba (2010) that inadequate teaching resources inhibited the students’ learning outcome. The result also disagrees with the findings of similar studies by Dada (2001) and Omosewo (2004) that there is a correlation between the use of teaching resources, teaching effectiveness and students’ achievement. Similarly, the results negate the findings of Junias (2009) that the use of teaching resources contributes to students’ learning outcomes. The relative contribution of the independent variables was not significant. Availability of teaching resources contributed more to students’ achievement in Oral English than the utilisation of the teaching resources. The result negates the findings of Namata (2010) and Andima (2013) that the use and not availability of teaching resources contributed significantly to students’ achievement and motivating for learners. Some of these resources include but are not limited to library books, newspapers, flash cards, periodicals, journals, magazines, printed materials, charts, recordings, videos, pictures, online resources and all technology-based resources.

CONCLUSION AND RECOMMENDATIONS

The study determined the correlation between availability and utilisation of teaching resources and students’ achievement in Oral English. The result showed that there was no significant relationship between the independent
variables and students’ achievement in Oral English. Also, there was no joint contribution of availability and utilisation of teaching resources and students’ learning outcomes in Oral English. The third findings of this study showed that there was no significant relative contribution of the independent variables and students’ achievements in Oral English. The result confirms that there are several other factors that contribute to students’ achievement in Oral English in the Gambia apart from the availability and utilisation of teaching resources. Based on the findings of this study, the following recommendations were made:

1. Besides teaching resources, language teachers should consider the contributions of other factors such as gender, interest, verbal ability and language anxiety to students’ achievement in Oral English.
2. Instruction in Oral English in the senior secondary school should include the use of teaching resources.
3. The Gambian government should make teaching resources available for teachers to improve the quality of instruction in schools.
4. School administrators and other stakeholders must ensure that language teachers utilise teaching resources in the process of teaching English language especially Oral English.

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