Extent of Utilization of Instructional Materials for Teaching Yoruba Language to Junior Secondary School Students in Irepodun Local Government Area of Kwara State

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Abstract

The study investigate the utilization of instructional materials for teaching yoruba language to junior secondary school students in Irepodun Local Government Area of Kwara State. The study employed descriptive survey design. The population used for this study comprises of all Yoruba language Teachers in all Public Junior Secondary School of Irepodun Local Government Area, Kwara State. There are fifty (50) Yoruba language Teacher in Public Junior Secondary School in the Local Government Area. The entire population were used, no sampling and sampling techniques was employed. The instrumentation used for the collection of data is a structured questionnaire. Four research questions guided the study. The study that the available instructional materials used in the teaching of Yoruba language in Junior secondary schools are printed materials, Pictures, models, drawings and specimens, the instructional materials used in teaching of Yoruba language in junior secondary schools are slightly available, that the attitude of teachers towards the use of instructional materials in the teaching of Yoruba language in junior secondary schools is good and positive and shows that the environmental factors influencing the use of instructional materials in teaching of Yoruba language in junior secondary schools are population of students in the community, physical facilities and community resources and Parental contribution towards learning. Based on the study, it was recommended among that adequate funds should be allocated for the procurement and production of Yoruba language instructional materials.

Keywords: Utilization, Instructional materials, Yoruba language, Junior secondary school, Kwara state

Introduction

The influence of instructional materials in promoting students' teaching and learning in educational development is indisputable. Teaching at any level requires that the students be exposed to some form of simulation. Adekunle (2008) noted that an instructional material in Yoruba language means anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they can learn faster and easier. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic.
Instructional materials are software and hardware that are used to make lessons more meaningful and clearer to learners. They are devises that appeal to multi model senses which help the learners conceive, perceive, internalize, interpret and transfer the experiences gained to similar or different learning situations. These materials and equipment, could be those that appeal to the sense of hearing-known as audio material/ equipment those of seeing called visual materials/equipment and those that combine the two senses called audio-visual materials.

The teacher alone cannot provide all the needed condition for an effective teaching and learning process, other supporting materials should be provided. The students learn better when most of the senses are appealed to the instruction and use of instructional materials in Yoruba language education has added a new dimension in the positive promotion of the teaching and learning process. It provides the much need sensory experiences needed by the learners for an effective and meaningful behavioural change. Instructional materials are meant to improve the quality of education for effective learning of students in schools. The performance of the students on the intended learning outcome provide the validation – loop on the success other interaction and instruction (Bakare1986).

In making use of any instructional materials factors that influence it must be considered, such materials must be previewed that is, having full knowledge of the material; prepare the environment where it will be used; prepare audience by means of making sure that the materials to be used will attract attention, arouse, motivate and provide the rationale that could be used in the beginning, middle or end. The effectiveness of utilizing appropriate instructional materials in teaching and learning of Yoruba language is not void of quality instructor. In order to give quality education to the younger generation, there is need for employment of more competent, experienced and qualified Yoruba language teachers. The need to identify the suitable instructional materials, by which students can be made to comprehend the extent of the subject easily and intelligibly, is the focus of this study. An in depth look at the secondary schools Yoruba language

programmes revealed that there is the need for improving all phases of the programmes (IMAA, 2004). For example, there is need for the introduction and use of instructional materials and equipments for use in both the classrooms and Yoruba language Museum. The broad aim of any good training materials are to induce and support the learning process that leads to improve on-the-job performance through affecting changes in the knowledge, attitudes, skills and practices of the learners. With the above reasons, it is worth investigating the influence of instructional materials in the teaching and learning of Yoruba language in our Secondary Schools, for better performance of students in their examination and chosen career in any field of life. If instructional materials are used in Secondary Schools, it would help improving the teaching and learning and hence the learning of students in Yoruba language effectively.

Statement of the Problem

Poor performance of Students in Yoruba language Public Junior Secondary Schools in Irepodun Local Government Area, Kwara State may partly be attributed to poor usage or lack of sufficient instructional materials to teach Yoruba language. Adeleke (2001) noted that some students are losing interest in the subject due to the attitudes of teachers towards teaching Yoruba language without the use of instructional materials which tends to affect students' performance in the subject. Research consistently shows that teacher usage of instructional materials is a powerful determinant of student achievement gains.

Many of the school authorities have very lukewarm attitudes over the provision of needed tools, equipments or materials required for effective Yoruba language teaching. This non-challant attitude tends to retard genuine efforts of some teachers of Yoruba language in the secondary schools. Hence, the prosecution of a functional education in relation to Yoruba language in secondary schools still leaves much to be desired. In view of these difficulties, most teachers of Yoruba language still resort to the theoretical method of teaching the subject (i.e explaining without an object to make learning real) which makes learning not interesting to learners. This undoubtedly, is contrary to the improvement of Yoruba language education, which is greatly needed at this period of our development with emphasis on practical oriented learning. It is therefore imperative to carry out a study on the extent of utilization of instructional materials for teaching Yoruba language to junior secondary school students in Irepodun Local Government area of Kwara State.

Purpose of the Study

The major objective of this study is to determine extent of utilization of instructional materials for teaching yoruba language to junior secondary school students in Irepodun Local Government area of Kwara State. The specific objectives are to:

1. Identify the level of availability of instructional materials being used for teaching Yoruba language in secondary schools in Irepodun Local Government Area, Kwara State;
2. Examine the adequacy of the instructional materials used in teaching of Yoruba language in secondary schools in Irepodun Local Government Area, Kwara State;
3. Determine the attitude of teachers towards the use of instructional materials in teaching of Yoruba language in secondary schools in Irepodun Local Government Area, Kwara State;
4. Examine the environmental factors influencing the use of instructional materials in teaching of Yoruba language in secondary schools in Irepodun Local Government Area, Kwara State;

Research Questions

The following research questions were answered in the course of the study.

1. What are the available instructional materials used in the teaching of Yoruba language in Junior secondary schools in Irepodun Local Government Area, Kwara State?
2. How adequate are the instructional materials used in teaching of Yoruba language in junior secondary schools in Irepodun Local Government Area, Kwara State?
3. What is the attitude of teachers towards the use of instructional materials in the teaching of Yoruba language in junior secondary schools in Irepodun Local Government Area, Kwara State?
4. What are the environmental factors influencing the use of instructional materials in teaching of Yoruba language in junior secondary schools in Irepodun Local Government Area, Kwara State?

Literature Review

Print Materials

These are referred to as reading materials. Individuals go through them to gather information about people, places, processes and events. In the

class, they can be used to provoke general class discussions or raise issues for in depth class analysis. The class textbook is a basic material for the Yoruba language class. However, the nature of Yoruba language require broad and current knowledge. Therefore, the teacher need to expose the learners to other print materials such as encyclopedia, new magazines, pamphlets, poems, supplementary readers. In using them, teacher should not turn the class into a reading session even though developing reading skills is important. These materials should be use to:

i) Provide organized subject matter for learners to study.
ii) Develop the skill of identifying needed information on a variety of issues person and processes.
iii) Solve identified group problems to suggest rational solutions.
iv) Stimulate thinking and interest
v) Create awareness of current matters of national and international importance.

However for these purposes to be achieved the teacher must ensure that the content of such materials is authentic and accurate, suitable to the learners and cultural environment, free form distortions and bias. In addition, materials should be checked for good illustrations, clear prints and durability. In addition, the teachers should combine the use of reading materials with other categories of materials to practically illustration and demonstrate processes.

Non-Print Material

(Chalkboard and charts) chalkboard and charts are common non-electrically operated instructional materials, most Yoruba language teachers use. They are visual aids.

(a) Chalkboard: The chalkboard is also a display materials salient points of a lesson. It is therefore the focal point of learning in the class. Whether they are the moveable or unmovable types, the chalkboard should be properly positioned for all learners to benefit from materials displayed on them. To effectively use the chalkboard the teacher should abide by the following standards (**Ololobou**, 2010).

i) On entering the classroom, the teacher should ensure that all materials not relevant to the lesson be completely removed.
ii) Partition the available space into portions to allow for orderly presentation of materials
iii) Begin writing on the chalkboard from the left to the right.
iv) Stand side ways while writing on the board. Teacher should not talk to the board and back the class. He should explain points facing the class and move sideways to write on the board.
v) Write and draw neatly and legibly.
vi) Endeavour to write straight not in a slanting, manner on the chalkboard.
vii) The materials on the board should be not be crowded.
viii) The chalkboard should be cleaned with a duster. Teacher must not use the bare fingers to clean the board.
ix) After writing on the board, it is good practice to check materials from the back of the class to ensure clarity and to correct any observed error or mistake.
x) Constantly maintain the chalkboard to enable it serve its purpose.

(b) Charts: These are visual materials that carry instructional messages on a subject matter. The teacher through local available materials and simple tools can easily prepare them. They could be diagrammatic representations, which combine pictorial, graphic and written materials to give a clear and vivid summary of a vital process, concept or a set of relationships. These are also cheap commercially produce charts that can be procured and used to meet the needs of a Yoruba language class.

Charts could be flow charts, organizational charts, time-line or flip charts. To effectively use charts as instructional materials, the teacher needs to check and master the content, and skillfully use them at the most appropriate time in the lesson especially as a concept or process is being developed. They also need to be adequately managed for learners to see and benefit from the information they carry. It is professionally wrong for the Yoruba language teacher to ask the learners to hold up charts in their hands while he explains points in the lesson. Teacher should creatively devise means to hold up charts in the classroom either on the walls or somewhere provided on the chalkboard (**Ololobou**, 2010).

Electrically Operated Materials (Films and Slides)

Films and slides are motion pictures, which contain series of episodes about people, places and

events. They are used to present information in sequence and to create lasting impressions and experiences in Yoruba language. They are modern materials that give learners the opportunity to learn through more than one of their sense organs and are very useful substitute for travel. To ensure that slides and films are used to achieve maximum results in terms of stated objectives, the teacher must ensure the following:

i) They focus on an aspect of subject matter the class is interested in studying.
ii) Familiarize himself with the content and identify the specific features to be observed by the learners. In other words, the teacher should preview the film or slide to be shown to ensure that the audio and visual quality is okay.
iii) Prepare the learners by telling them the purpose of the lesson.
iv) Check to make sure that all the electrical gadgets to be used are in good functioning condition.
v) Non-interruption of electricity supply.
vi) Organize follow-up activities through questioning to promote critical and reflective thinking (**ibid**).

Community Resources

The community is the world around the school. It is a living resource centre, whether it is big or small, rural or urban, traditional or modern. It is the Yoruba language laboratory that needs to be used to create real life learning experiences. The community has both human and non-human resources. The human resources are persons with vast knowledge and skills, which can be utilized to enrich the classroom learning experiences. Professionals and on-professionals like doctors, lawyers, artisans, and masons can be use. In addition, there are non-human resources like resource places such as government agencies, physical features, transportation facilities, historical sites, industrial and business organizations, health facilities and even farms.

The demand on the Yoruba language teacher on arrival in any school is to"

i) Make a community survey and identify materials relevant to various aspects of the syllabus.
ii) Outline all the possible materials and keep the list close for use as may be necessary.
iii) Organize study trips to resource places or invite resource persons to the class.
iv) Mobilize the learners to assist in the collection of some of the materials and to participate in community development activities (Ololobou, 2010).

Utilization of Yoruba language Instructional Materials in Teaching

Instructional Materials for teaching are gathered and prepared ahead of time as students cannot be expected to sit diligently while waiting for the teacher to prepare the Instructional materials and collect activity supplied for teaching. Accessibility depends upon your available storage and upon your own usage habits Abdullahi (2009). Consider how much space you have for storing relevant Instructional materials for the activity to be carried out in participation in Yoruba language teaching, and the location(s).

Instructional materials do not do the whole teaching on its own only, but through human effort. As the name implies, instructional material mean any materials that aid the teaching of a subject or topic. Also without technology education, the instructional materials cannot be in existence because educational technology is based on instructional materials. According to Odo (2001:p,93) "In every school, whether at the primary, secondary or tertiary levels of education, there are men and materials that make it possible for a school to attain her desired goals", These men and materials constitute the resource base of the school as a whole. The importance of instructional materials, which is embodied in educational technology in some subjects taught in secondary schools especially Yoruba language, cannot be overemphasized as various educational technologies has put forward. The use of instructional materials in the school setting can be brought about through the use of appropriate teaching method. Anyele (1990) lamented that it is very disappointing and disheartening that most of our secondary schools lack the necessary materials for teaching and learning. In our society today, instructional materials which help in the teaching of Yoruba language are lacking.

Ezi (1989) also said that, "it is a disgrace that over many years after the Nigeria civil war, teachers in this country are still made to work under conditions, which are not conducive to teaching and learning. There are no good infrastructural facilities (the equipment lacking includes: chairs, tables, chalks) instructional materials like textbooks, library, laboratory equipments, workshop equipments) and where such facilities exist, they are not made available and well utilized in schools, yet

the teachers like the biblical Israelite is expected to make bricks without straws, and when the children we teach do not perform well in their studies, the teacher will be made the scape goat".

The quality of the education and training on participation given to learners depends greatly on the availability and adequacy of Instructional materials to adjust their educational content to the changing skill requirements of the nation. In other words, participation in Yoruba language classrooms are expected to provide knowledge and training that satisfies the learners' demands of the nation and the nation's economy Mayindo (2008). Institutional training should aim to equip learners with useful skills and to improve their knowledge and capabilities in their participation in Yoruba language classroom, National Policy on Education (2004). Awobodu (2001) has noted that availability and adequacy of Instructional materials in participation facilitates learning and enhances student achievement because every learner is involved in the activity given. Aromolaran (2003) noted that the lack of Instructional materials in participation was a significant problem in the Nigerian education system In the same vein, Tawari (1998) states that the Commission for Education for now can only supply exercise books, chalks and such minor things. Instructional materials are grossly inadequate for effective teaching/learning process.

Ekpo (2004) aptly declared that instructional materials are often used to compensate for the inadequacies of the sense organs or to reinforce the capacity of the dominant organs. They must be relevant for the realization of the intentions of the curriculum. Thus, there is a short fall in the available instructional materials and teachers are unable to improvise with what is available in our environment in order to effectively drive home the lessons taught. Therefore, the inadequacies of sense organs are not compensated.

The attitude of teachers towards the use of instructional materials

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implication for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kinds of learning experiences. They may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students. Unfortunately, however, many teachers seldom realize that the way they teach, behave and interact with students can be more paramount than what they teach. In a nutshell, teachers' attitudes directly affect students' attitudes. Teachers' attitudes are in turn influenced by their culture and belief system. Teachers' attitudes towards their students must be favourable enough to carry students along. When the learners exhibit the expected behaviour or response, the value attached determines very significantly the effectiveness of the learning processes in any aspect of education.

The development and progress of any country is a function of the standard of education and the quality of its products. But, it is not often realized that it is the teacher who holds the keys to the quality and quantity of education of any society. According to Adeyanju (2005), teachers constitute a significant variable in the teaching-learning process and effectiveness of schools. Quality teaching depends on their academic standing and more importantly their attitudinal disposition towards instruction and use of relevant instructional materials. It is in recognition of this fact that the Federal Republic of Nigeria (2004) stated trenchantly that teacher education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers.

Teaching and learning are gradually becoming scientific and more systematic with less emphasis placed on them as arts. The approach to teaching, therefore, must allow for factual and measurable evidence which can be achieved through systematic activities and resource utilization of instructional materials.

The National Policy document on Education also emphasizes the need to adequately utilize teaching-learning materials and equipment in the instructional process. Unfortunately, the economic status of Nigeria makes it difficult to procure these materials for use at the various levels of education. The need to improvise various forms of instructional materials for use during lessons becomes imperative.

Teacher-made instructional materials, therefore, remain an important means of lesson enrichment. In the absence of imported instructional materials for Yoruba language instruction in secondary schools. Teachers must take decisions on the type of instructional materials (locally-made or imported) they wish to use in a particular Yoruba language lesson.

Many research evidences have indicated that the disposition of teachers towards use of instructional material as a profession and, in many

cases, coupled with the subject matter, has a marked influence both on student attitude and their academic performance. It does follow that teachers with positive disposition on use instructional material are always hardworking, committed and dedicated to their jobs, often ready to make extra effort to realize his aims and objectives within the classroom. But teachers with negative attitudes behave contrarily. It has been observed that teachers teach Yoruba language in a way that merely requires the students to listen, read and regurgitate. This depicts negative attitude to teaching. Several research findings have confirmed the hypothesis that teachers' attitude either towards the use of instructional material affect their students' achievement in and attitude towards Yoruba language.

Thus, teachers' attitude towards the use of self-made Yoruba language instructional material constitutes a significant variable in the instructional process and students' performance. According to Okoro (2002) attitudinal factors have great influence on learning and students' achievement. Undoubtedly, attitude consists of beliefs, feelings, interest, likeness, anxiety, perception and motivation. Attitude is said to be the energizer of human behaviour. This explains why the attitude of teachers towards the subjects they teach like Yoruba language and the instructional materials they use influence the subjects offered, their students' attitude and consequently their performances. Some teachers exhibit a negative attitude towards the use of locally made instructional materials for various reasons. To this category of teachers, the use of self-made materials is burdensome, time consuming and that such materials are of poor quality. While those that perceive their use positively prefer them to the imported ones because they are relatively cheaper, often up-to-date in content readily available, customized according to specification to meet the objective(s) of the lesson as well as involve both teachers and learners in realistic problem solving activities (Ekpo-Eloma, 2010).

Environmental Factors influencing the use of Instructional Materials

In determining the instructional materials to be used for the conveyance of information in Yoruba language, the followings were the factors influenced the use of instructional materials. Bakare (1986) outlined the following factors:

a. Nature of the subject matter and the objectives to be attained: If the subject matter is such that is diversified, it may involve the use of more than one type of instructional material to achieve its objective.

b. Number of learners/students involved: If the number of learners to be taught are up to one hundred (100), it would be more logical and efficient to use microphone for the presentation of information.

c. The space of time available: Time is always limited and has its effect upon the kind of instructional materials used. If there is ample time, the Yoruba language teacher is more likely to use the chalkboard and other techniques that encourage maximum participation. But when time becomes a limiting factor, the chalk and talk would be preferred.

d. Facilities and materials available: The kind and extent of physical facilities and the instructional material available, including community resources, affect the choice of instructional materials that can be used.

e. Interests and ability of Yoruba language teacher: Most teachers have personal preferences and more security conscious in using selected instructional materials. Other things being equal, the teacher should use the methods that he/she likes or uses best. This does not mean that he/she should not be sensitive to other development that supplement or improve upon the instructional materials he/she frequently uses.

f. Effectiveness of instructional materials: All Yoruba language teachers should evaluate instructional materials used in terms of the objectives to be accomplished, and the situation at hand, and choose the one that will best meet the goals of the programme. Balogun(1986) explained that school environment as the physical and material resources otherwise known as infrastructural facilities available to teachers and students to facilitate their teaching and learning. If the school environment is not conducive and thus affect student academic performance. Abdulkareem(1992): "resources –human and material resources are not equitably distributed among schools in Nigeria" Fakomogbon(2000) observed that one of the causes of failure in Nigerian Secondary Schools is inadequate school resources. He further explained that it cannot be over-emphasized that the provision of adequate resources is a prerequisite for adequate performance in schools. Most of our schools lack necessary infrastructural facilities required for effective learning.

Methodology

The study employed descriptive survey design. The target population used for this study comprises of all Yoruba language Teachers in all Public Junior Secondary School of Irepodun Local Government Area, Kwara State. This study was

carried out with the entire population, this is as result of few population of Yoruba language Teachers available in the study area. There are fifty (50) Yoruba language Teacher in Public Junior Secondary School in Irepodun Local Government Area, Kwara State. As the entire population is to be used, no sampling and sampling techniques will be employed in the study. The instrumentation used for the collection of data is a structured questionnaire. The questionnaire will be divided into two sections. The questionnaire is divided into two sections. Section A consists of the demographic data of respondents while section B consists of statement to elicit information on the Factors Influencing the Uses of Instructional Material in the teaching of Yoruba language. The response mode is likert scale of measurement which consists of the following:

Strongly Agree	-	SA -	4
Agree	-	A -	3
Disagree	-	D -	2
Strongly Disagree	-	SD -	1

For research question two only, the response mode will be as stated below;

Very Available	-	VA -	4
Available	-	A -	3
Not Available	-	NA -	2
Not Very Available	-	NVA-	1

In order to ascertain the content and construct validity of the instrument for the study, the researcher ensured that the questionnaire covered the research questions of the study and then subjected the initial draft to the scrutiny of the expert in the field of test and measurement. The researcher visited the public Junior Secondary School schools with the consent of the school authority the questionnaires were personally administered on the respondents. The researcher was present in the schools and made clarification were necessary.

The data collected from the study was analyzed using frequency counts and mean statistics. Any mean that is lower than 2.50 is rejected while any mean of 2.50

Results and Discussion of Findings

The results were arranged based on the stated research questions and discussed as follows:

Research Question 1: What are the available instructional materials used in the teaching of Yoruba language in Junior secondary schools in Irepodun Local Government Area, Kwara State?

Table 1: Descriptive Statistics

S/N	Items	Mean	Std. Deviation	Remarks
1	There is availability of printed materials for teaching of Yoruba language.	3.59	1.028	Available
2	Teachers use appropriate charts and diagrams for the immediate illustration of Yoruba language lesson.	2.52	.814	Not Available
3	Teachers makes use of community resource(market place, Social Centers, Church, Mosque etc) to enhance teaching of Yoruba language	2.59	.978	Not Available
4	Pictures, models, drawings and specimens influence students' academic performance in Yoruba language	3.67	.727	Available
5	Good relevant textbooks were necessary to influence the academic performance of students in Yoruba language.	2.99	.492	Not Available
	Weighted Mean	3.07		

The above table further revealed a weighted mean of 3.07 out of the maximum obtainable score of 4.00 which is slightly above the standard mean of 2.5. Mean greater than 2.5 are available while those less are not available. This table reveals that the available instructional materials used in the teaching of Yoruba language in Junior secondary schools in Irepodun Local Government Area, Kwara State are printed materials, Pictures, models, drawings and specimens. The finding negate the work of Uyagu, (2009) on effects of Instructional Materials Usage and Teachers' Quality on Students Performance in Senior Secondary Schools in Zaria LGA of Kaduna State that instructional materials are readily available for the teaching of Yoruba language in all schools in Nigreia.

Research Question 2: How adequate are the instructional materials used in teaching of Yoruba language in junior secondary schools in Irepodun Local Government Area, Kwara State?

Table 2: Descriptive Statistics

S/N	Items	Mean	Std. Deviation
1	Availability of printed materials for teaching of Yoruba language e.g. Textbooks, Newspaper, Teachers guide etc.	2.60	.492
2	Appropriate charts. Pictures, models, and diagrams for the immediate illustration of Yoruba language lesson.	2.83	.374
3	Electrical Operated Materials like slides, film projector, television, Radio,	2.67	.471
4	Computer and internet facilities for Yoruba language teaching.	2.71	.454
5	Yoruba language Resource Person	2.06	.837
	Weighted Mean	2.57	

The above table further revealed a weighted mean of 2.57 out of the maximum obtainable score of 4.00 which is higher than the standard mean of 2.5. This shows that the instructional materials used in teaching of Yoruba language in junior secondary schools in Irepodun Local Government Area, Kwara State slightly available the weighted mean of 2.57 which is slightly above the standard mean 2.5. the finding is in line with Alade's (2000) report.

Research Question 3: What is the attitude of teachers towards the use of instructional materials in the teaching of Yoruba language in junior secondary schools in Irepodun Local Government Area, Kwara State?

Table 3: Descriptive Statistics

S/N	Items	Mean	Std. Deviation
1	Yoruba language Teachers mostly ignore the use of Electrical Operated machine as Instructional Material when teaching	3.57	.497
2	Teachers mostly prefer chart and chalkboard as Instructional Material to teach Yoruba language	3.58	.495
3	Provision of a Yoruba language Resource Person makes Teachers work easier and simpler and this make them happy.	3.40	.492
4	Teachers see Yoruba language Instructional Material as waste of time as students overcrowd the available Instructional Materials.	3.47	.673
5	Teachers feel reluctant in using Instruction Material in teaching Yoruba language when salaries are not being paid.	3.79	.406
	Weighted Mean	3.56	

The above table further revealed a weighted mean of 3.56 out of the maximum obtainable score of 4.00 which is slightly above the standard mean of 2.5. This reveals that the attitude of teachers towards the use of instructional materials in the teaching of Yoruba language in junior secondary schools in Irepodun Local Government Area, Kwara State is good and positive with weighted mean 3.56. This corroborate Ajiboye (2000) finding that instruction materials makes teaching and learning very effective which results to positive attitude on the part of teachers.

Research Question 4: What are the environmental factors influencing the use of instructional materials in teaching of Yoruba language in junior secondary schools in Irepodun Local Government Area, Kwara State?

Table 4 : Descriptive Statistics

S/N	Items	Mean	Std. Deviation	Remarks
1	Stable electricity to make use of Electrical Operated Materials when needed to be use influences Yoruba language Instructional material.	3.56	0.307	Disagreed
2	Location of the School either at rural or urban area affects the use of Yoruba language instructional materials.	3.37	0.485	Disagreed
3	The population of students in the community has influence on the use of Yoruba language instructional materials.	3.63	0.485	Agreed
4	The physical facilities and community resources available influence Yoruba language Instructional material.	3.80	0.401	Agreed
5	Parental contribution towards learning also affect the use of Yoruba language instructional materials	3.81	0.391	Agreed
	Weighted Mean	3.63		

The above table further revealed a weighted mean of 3.63 out of the maximum obtainable score of 4.00 which is higher than the standard mean of 2.5. This shows that the environmental factors influencing the use of instructional materials in teaching of Yoruba language in junior secondary schools in Irepodun Local Government Area, Kwara State are population of students in the community, physical facilities and community resources and Parental contribution towards learning with means greater than the weighted mean.

Conclusion

In conclusion, the effective utilization of instructional materials is crucial for making Yoruba language teaching practical, interesting, and culturally relevant. When properly utilized, instructional materials enhance comprehension, retention, and students' positive attitude toward Yoruba language at the junior secondary school level in Irepodun LGA.

Recommendations

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

1. Adequate funds should be allocated for the procurement and production of Yoruba language instructional materials. Government should also establish language resource centers in each LGA where teachers can access audio, video, charts, and cultural artifacts for teaching Yoruba.
2. School heads should ensure that instructional materials are made available and properly maintained. They should also organize regular workshops to train Yoruba language teachers on how to improvise and effectively use local materials such as aso-oke, ilu, gourd, and pictures of cultural events.
3. Teachers should move beyond textbook and chalkboard methods. They are encouraged to improvise instructional materials using the immediate environment and to integrate ICT tools, storytelling, drama, and songs to make Yoruba lessons more interactive and culturally grounded.
4. Colleges of Education should emphasize the production and utilization of instructional materials in their Yoruba language methodology courses. Pre-service teachers should be taught practical skills for designing teaching aids relevant to Yoruba culture.
5. Students should be encouraged to participate in the creation of instructional materials as part of project work. Parents and community members should also support schools by donating Yoruba cultural materials that can be used for teaching.

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