



A survey of the resources senior secondary school teachers use in teaching vocabulary in Ibadan North, Nigeria

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Abstract

This study surveyed the resources senior secondary school English language teachers use in teaching vocabulary in Ibadan North. The descriptive research design of the survey type was employed in the study. Using the purposive sampling technique, all the two hundred and twenty-four (224) English and Literature-in-English teachers in the study area as at the time of this study constituted the sample based on the intervening variables of gender, qualification, school type and experience. Only one hundred and ninety-six (196) questionnaires were properly filled and returned. A reliability coefficient of $r = 0.90$ was obtained using the Pearson Product Moment Correlation Statistics. This showed that the items were of high stake. Findings revealed that the teachers seemed to make more frequent use of non-human instructional resources for teaching vocabulary than the human instructional resources. Also, there were no significant differences on teachers' qualification, school type and experience except for gender. It was concluded that, aside from teachers' gender, no other variable had any influence on the resources used for the teaching of vocabulary in senior secondary schools in Ibadan North. It was thus recommended that teachers should employ both human and non-human teaching resources during the teaching and learning of vocabulary.

Keywords: English language teachers, Language teaching, Resources, Vocabulary.

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Contribution of this paper to the literature

English language teachers handling the vocabulary aspect seemed to make more frequent use of non-human instructional resources for teaching vocabulary than the human instructional resources. Also, there were no significant differences on teachers' qualification, school type and experience except for gender. The implication of this is that school administrators should ensure that prospective English language teachers to handle the vocabulary aspect are males.

1. Introduction

Resources count a lot in the teaching/learning process. Efficient use of resources induces and sustains good education. It fuels the vehicle that an effective, outstanding teaching rides. It improves teaching and enhances learning. Nigeria's commitment to the roles played by the ability to read, write and use numbers communicatively, in the life of her citizenry, stresses the importance of resources in teaching. However, in spite of the foregoing and other advantages of resources in teaching, majority of teachers still do not make use of them.

Lawal (2001) conceived resources as a concept that subsumes materials. He adds that it is any object, place or person that stands to facilitate the planning, implementation and evaluation of learning together with the feedback that goes into the system. He explained further that the teacher is the most crucial instructional resource, as he plays the role of an initiator, a facilitator and a sustainer of learning. In the teaching of English Studies, there are two types of instructional resources – human and non-human (Abolade, 2004; Lawal, 2001; Olumorin, 2004). This research work thus seeks to find out the extent to which these resources have been put to use to enhance the teaching and learning of vocabulary in Ibadan North, Oyo State, Nigeria.

2. Review of Related Literature

The review examined the meaning, types and functions of instructional resources as well as the meaning, nature and relevance of vocabulary.

2.1. Meaning of Instructional Resources

Overtime, resources have been referred to by varying terms. For instance, while Adedimeji (1999) simply termed them materials, Heinich, Molenda, Russell, and Smaldino (2002) and Abdullahi (2005) viewed them to be instructional media. Moreover, Olumorin (2004) and Lawal (2006) referred to them as instructional resources.

Abdullahi (2005) noted that the term instructional media is anything a teacher uses as a medium of communication to transfer messages with an instructional intent. He went further to add that instructional media, in actual sense, should be conceived as a wide range of materials providing realistic images for enriching content and consequently enhancing the educational process. In the same vein, Heinich et al. (2002) submitted that instructional media provide teachers with the tools to engage students powerfully in the learning process. Their examples include video, television, diagrams, printed materials, computers, and instructors. These are considered instructional media only when they carry information with an instructional purpose. Abiola (2012) averred that instructional media help a resourceful teacher to manipulate concepts whenever and wherever possible.

2.2. Types of Instructional Resources

Taxonomically, the resources for teaching English vocabulary could broadly be human and non-human (Lawal, 2006). He stressed further that the human resources are divisible into school-based and non-school-based. Furthermore, school-based divide into English and non-English resources; while the English resources are the English language teachers, the non-English are the teachers of other subjects, the librarians, et cetera. The non-school-based resources are, however, the experts, professionals, et cetera. Conversely, non-human resources are divided into plant and materials. Plant resources are both school-based and non-school-based, just as in human resources. School-based include classroom, language laboratory, et cetera, while the other resource centres e.g. broadcasting house, hospital, stadium, places of worship, etc. are categorised as non-school-based. On the other hand, materials could be audio, visual and audio-visual. This taxonomy is aptly captured in Figure 1.

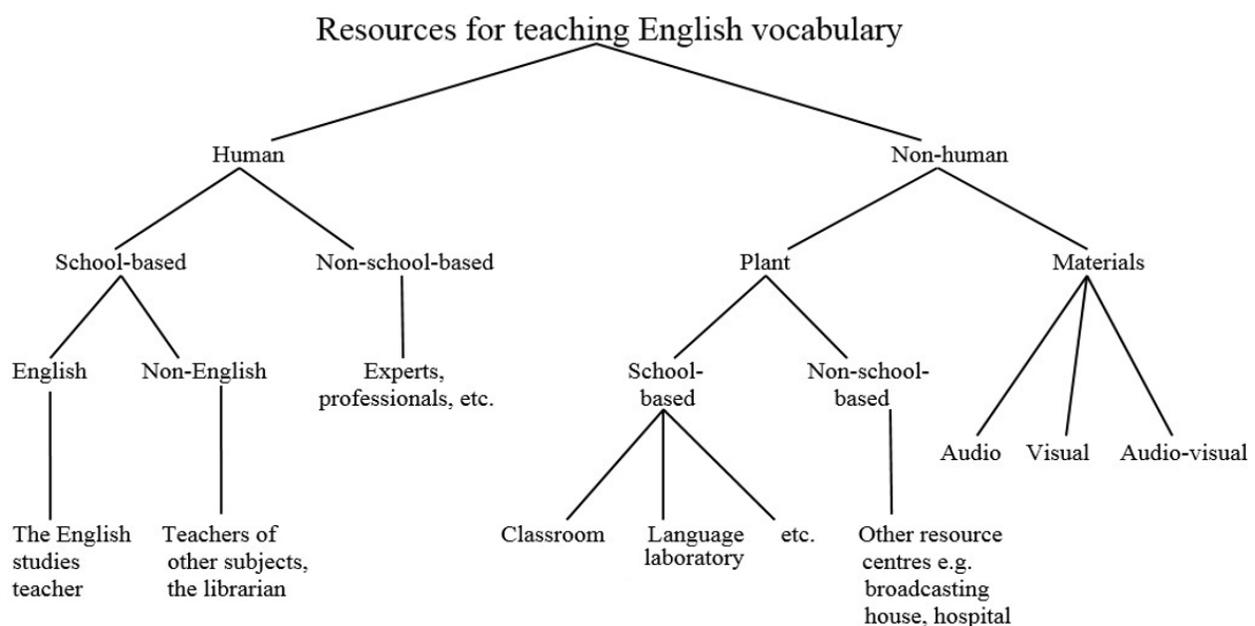


Figure 1. A taxonomy of resources for teaching English studies.

Source: Lawal (2006); Lawal (2001)

2.3. Functions of Instructional Resources

Without mincing words, the functions of resources are both inexhaustible and enormously indispensable to teachers in the real teaching process of vocabulary. Olumorin (2010) presented the following as some advantages of media in teaching:

- a. They help to reduce burden of talk and chalk in abstract form by teachers. They therefore make learning more concrete.
- b. They help to bring ideas, objects figures and other things that cannot ordinarily be brought to the class close to the learners.
- c. It saves time and reduces stress on the part of teacher.
- d. The teacher properly plans his instruction since he needs to manage the time and the method to include the use of the machines.
- e. It also encourages individual learning because students that have access to the media can use them to learn especially when they have software that is produced as instructional packages.
- f. Since these media can be used over and over again, learners can afford themselves the opportunity of re-running the lesson as convenient.

2.4. Meaning and Nature of Vocabulary

Adeniyi-Egbeola and Abiola (2016) observed that vocabulary is often called different terms. They maintained that two most popular among these terms include: lexical knowledge and vocabulary knowledge (Qian, 2002; Salah, 2008). Its French origin is “vocabulaire”; Medieval Latin calls it “vocabulary”; Latin, “vocabulary” meaning ‘word, name’ (Emmanuel, 2009). Qian (2002) and Salah (2008) viewed vocabulary as the knowledge of word meaning and the level of one’s accessibility to this knowledge. It is pathetic, however, to note that this definition ignores other aspects of lexical knowledge such as spelling, pronunciation, receptive and productive knowledge and morphosyntactic properties. In Cooper (1984) view, vocabulary is the key ingredient to successful reading.

Studies have shown that receptive vocabulary is larger than the productive vocabulary (Laufer, 1997; Qian, 2002) but no one has conclusively demonstrated how much large it is, or whether growth in receptive vocabulary automatically results in growth in productive vocabulary and or, whether the gap between the two remains stable or change over time. Corroborating this view, Nation (2001) agrees that though the receptive vocabulary is larger than productive vocabulary but the size between them diminishes over a period of learning time. However, it is noted that there is no clear picture regarding the point at which the receptive becomes productive (Qian, 2002; Salah, 2008).

Adeniyi-Egbeola and Abiola (2016) averred that vocabulary is complex in nature; this is premised on two thresholds. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognise and use in listening and speaking. Print vocabulary includes those words that we recognise and use in reading and writing. Second, word knowledge also comes in two forms: receptive and productive. Receptive vocabulary includes words that we recognise when we hear or see them. Productive vocabulary includes words that we use when we speak or write.

Furthermore, vocabulary encompasses the knowledge of word meanings in a language system, as well as the relationship among those words. It incorporates both comprehension and use of words and requires understanding of concrete and abstract meaning. Increasing vocabulary knowledge is a fundamental part of the process of education, both as a means and as an end. So, lack of adequate vocabulary knowledge is an obvious and serious obstacle for many students who fall into categories considered as educationally at risk. Vocabulary development is thus a process by which people acquire words.

Studies related to vocabulary development show that children’s language competence depends on their ability to hear sound during infancy. Thus, vocabulary development during the school years builds upon what the child already knows, and the child uses this knowledge to broaden his or her vocabulary. It implies that exploring vocabulary development guides our efforts to facilitate students’ literacy learning (Olajide, 2010b).

2.5. Relevance of Vocabulary

Huang (1999) observes that when readers increase their vocabulary size, their use of language skills implicitly increases and their knowledge of the word also becomes broader. Salah (2008) advises that readers need to develop both their receptive and productive vocabulary knowledge. Nevertheless, only the receptive knowledge is required in reading tasks. However, productive vocabulary knowledge assists the learner to produce language forms by speaking and writing to convey a message to others (Hue & Nation, 2000).

The five listed stages of vocabulary knowledge by Graves (2001) are: learning to read a known word; learning new meanings of known words; learning new words that represent known concepts; clarifying and enriching meaning of known words; and, moving words from receptive (listening and reading) to productive (speaking and writing) vocabulary.

One of the ways students develop vocabulary is, indirectly, through reading, listening and speaking. A students’ background knowledge and prior experiences play a large role in vocabulary development. As students build connections between known words and unknown words, they develop a deeper understanding of their reading. Vocabulary development is a continuous process. When learners meet the word many times as they are learning, it increases their knowledge in using the language. Students who are rich in vocabulary are likely to be successful both in expressive skill (speaking and writing) and receptive skill (reading and listening); but one who is poor in vocabulary will have problem in these skills.

The relevance of vocabulary cannot be overlooked because of the roles it plays in the development of the minds and characters of learners as they learn other subjects in the school curriculum. Bobade (2004) notes that sufficient vocabulary functions as a communication tool which is widely used in a number of settings. It has some impacts on the teaching of English reading. For the purpose of assessing and obtaining up-to-date information shared in the world, it is therefore important that experts in the field of English language rise up to the challenges of reawakening the teaching and learning of vocabulary, so as to enhance the performance of students in the subject as well as in other subjects.

3. Statement of the Problem

One of the most difficult aspects of learning a foreign language is the development of appropriate vocabulary, which is mostly taught through the use of flashcards and recommended textbooks (Adeniyi-Egbeola & Abiola, 2016). They maintained that teachers have not incorporated a plethora of resources in the teaching of vocabulary, and students find it difficult to assimilate most of the things learnt. Indeed, no text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary (Laufer, 1997).

While examining the methods of teaching initial reading in private primary schools in Ilorin Amadi (2010) identified the lack of appropriate teaching and learning resources as one of the problems of teaching initial reading in Nigerian primary schools. Also, Adeniyi-Egbeola and Abiola (2016) finding revealed that the teachers of English Language teaching vocabularies in senior secondary schools in Ilorin West Local Government Area (LGA) favoured using adapted passages and realia more than any other material assessed in the study. Most shockingly, these teachers never made use of MPEG-1 Audio Layer 3 (MP3) audio compact disc (CDs) and slides at all. Their finding further showed that the predictor variable of school type had no significant influence on public and private schoolteachers' use of instructional materials for teaching English vocabularies during the teaching-learning process. To this end, they concluded that teachers of English Language teaching vocabularies seemed to have vague understanding of the use of instructional materials probably because of their over-dependence on residual knowledge, lack of access to innovatively-prepared textbooks, dearth of support from school administrators, poor implementation of the curriculum, uncooperative nature of parents (most especially the unenlightened ones), among many other reasons.

From the foregoing, none of the different works reviewed on the topic was carried out on the survey of resources used in teaching vocabulary at the senior secondary school level, most especially in Ibadan North, Nigeria. This has thus created a researchable gap in knowledge, part of which this study intends filling.

4. Research Questions

The following research questions were answered in the course of this study:

- a. What are the resources commonly used for the teaching of vocabulary in the senior secondary schools in Ibadan North?
- b. Is there any difference in male and female senior secondary school teachers' use of resources in the teaching of vocabulary in Ibadan North?
- c. Is there any difference in qualified and unqualified senior secondary school teachers' use of resources for the teaching of vocabulary in Ibadan North?
- d. Is there any difference in teachers' use of resources for the teaching of vocabulary in senior secondary schools in Ibadan North based on school type?
- e. Is there any difference in very experienced, experienced and less experienced teachers' use of resources for the teaching of vocabulary at the senior secondary school in Ibadan North?

5. Research Hypotheses

The research tested the following hypotheses:

HO: There is no significant difference in male and female teachers' use of resources for teaching vocabulary at the senior secondary schools in Ibadan North.

HO: There is no significant difference in qualified and unqualified teachers' use of resources for teaching vocabulary in senior secondary schools in Ibadan North.

HO: There is no significant difference in public and private school teachers' use of resources for the teaching of vocabulary at the senior secondary schools in Ibadan North.

HO: There is no significant difference in very experienced, experienced and less experienced teachers' use of resources for the teaching of vocabulary at the senior secondary schools in Ibadan North.

6. Methodology

The descriptive research design of the survey type was employed in the study. The total population included all senior secondary schoolteachers of English language and Literature-in-English teachers in Ibadan North LGA, Oyo State, Nigeria. From the statistics available at the Inspectorate Division, State Ministry of Education, Oyo State, there were two hundred and twenty-four (224) English and Literature-in-English teachers in the study area as at the time of this study. Using the purposive sampling technique, all of them constituted the sample for the study based on the intervening variables of gender, qualification, school type and experience. Nevertheless, two hundred and twenty-four (224) questionnaires were administered, but only one hundred and ninety-six (196) were properly filled and returned. This gave an eighty-eight per cent (88%) retrieval rate.

The data collected through an instrument titled *Questionnaire on Resources for Teaching Vocabulary (QRTV)* was analysed using mean rating (for the first research question), the t-test (for hypotheses 1-3), and the One-way Analysis of Variance (ANOVA) (for hypothesis 4) all at 0.05 alpha level using Statistical Package for the Social Sciences (SPSS) 20.0 for windows. To validate the instrument, it was submitted to three experts in the Arts Education Department of the University of Ilorin to check and approve the structure and content of the instrument. The reliability index was determined through a test re-test procedure of three weeks interval. This was administered on thirty (30) randomly selected respondents from the target population. A reliability coefficient of $r = 0.90$ was obtained using the Pearson's Product Moment Correlation Statistics. This showed that the items were of high stake.

7. Results

Research question 1: What are the resources commonly used for the teaching of vocabulary in the senior secondary schools in Ibadan North?

In drawing inferences from the mean on this research question, the following critical ranges of scores on a scale of 0 – 4 were used:

Table 1. Table of inference.

Critical ranges	Inferences
0 – 1.49	Never
1.5 – 2.49	Seldom
2.5 – 2.99	Often
3 – 4	Always

Table 1 presents the critical ranges of mean scores on a scale of 0 – 4 (with 0 and 4 as the minimum and maximum obtainable scores, respectively) alongside their inferential meanings. Hence, an instructional resource whose usage range falls between 0-1.49 is described as Never in use; those between 1.5-2.49, 2.5-2.99 and 3-4 are described as Seldom, Often, and Always in use, respectively. Never in use means hardly used or not used at all; Seldom in use means used occasionally; Often in use means used at least in three out of five contact periods; Always in use means used in every contact period.

Table 2. Mean of the resources commonly used by teachers for the teaching of vocabulary in the senior secondary schools in Ibadan North (196).

N	Items	Mean	Rank	Inferences
13	The school library	2.74	1 st	Often
22	Charts (Flip charts, minimal charts, phonics charts)	2.62	2 nd	Often
14	The language laboratory	2.55	3 rd	Often
27	Still pictures	2.45	4 th	Seldom
1	Other English language teachers (Including literature-in-English)	2.42	5 th	Seldom
29	Serial pictures	2.41	6 th	Seldom
23	Television programmes	2.31	7 th	Seldom
30	Adapted passages from literary texts or science/Social sciences textbooks or informational texts (e.g. historical books).	2.31	7 th	Seldom
11	The science laboratories	2.30	9 th	Seldom
4	The Arts teachers	2.30	9 th	Seldom
15	The school facilities	2.26	11 th	Seldom
5	The school cook/ Home economics teacher	2.20	12 th	Seldom
16	Hospitals	2.16	13 th	Seldom
2	The science teachers (e.g. the biology teacher)	2.16	13 th	Seldom
26	Course textbooks	2.15	15 th	Seldom
25	Slide-audio tape presentation	2.15	15 th	Seldom
24	The video	2.12	17 th	Seldom
9	Lawyers	2.05	18 th	Seldom
10	Journalists	2.05	18 th	Seldom
20	Media houses	2.04	20 th	Seldom
8	Athletes/Sportsmen/Sportswomen	1.99	21 st	Seldom
3	The Social Science teachers (e.g. the government teacher)	1.89	22 nd	Seldom
17	Courtrooms	1.89	22 nd	Seldom
7	Farm managers/Veterinary surgeon	1.88	24 th	Seldom
12	The fine arts laboratory	1.88	24 th	Seldom
28	Magazines/Newspapers	1.84	26 th	Seldom
21	Realia (Real-life/Concrete objects)	1.80	27 th	Seldom
19	Barracks	1.78	28 th	Seldom
18	Mechanized farm land sites	1.73	29 th	Seldom
6	A medical doctor	1.73	30 th	Seldom

Table 2 reveals that out of the 30 items that addressed the extent of teachers' use of resources for the teaching of vocabulary in the senior secondary schools in Ibadan North, items 13, 22, and 14, ranked from 1st to 3rd, respectively. This outcome implies that vocabulary teachers in Ibadan North make more use of these items – the school library, charts (flip charts, minimal charts, phonic charts), and the language laboratory – quite often than any other items listed in the questionnaire, during their teaching of vocabulary. All of these items were non-human resources used in the teaching and learning of vocabulary in the senior secondary schools in Ibadan North. Furthermore, items 27, 1, 29, 23, 30, 11, 4, 15, 5, 16, 2, 26, 25, 24, 9, 10, 20, 8, 3, 17, 7, 12, 28, 21, 19, 18 and 6, ranked from 4th to 30th, respectively. This result revealed that vocabulary teachers hardly or seldom made use of these resources, during their teaching of vocabulary. These findings generally implied that teachers seemed not to use human resources quite often since all the ten investigated were found within this range.

8. Hypotheses Testing

H₀: There is no significant difference in male and female teachers' use of resources for teaching vocabulary at the senior secondary schools in Ibadan North.

Table 3. Resources used by male and female teachers in teaching vocabulary at the senior secondary schools in Ibadan North.

Variables	N	Mean	SD	DF	T	Sig.	Decision
Male	110	64.55	12.26	194	1.31	0.01	HO ₁
Female	86	62.33	10.25				Accepted

Table 3 reveals that the p-value or significant value is 0.01 at 0.05 alpha level. Thus, the earlier stated hypothesis is not accepted since the p-value is less than 0.05 (0.01 < 0.05). Thus, the first hypothesis was rejected. This indicated that there was a significant difference in the male and female teachers' use of resources for teaching vocabulary at the

senior secondary schools in Ibadan North. The difference is in the direction of the male teachers with higher mean of 64.55. This implied that the male teachers use the resources much more than the female teachers teaching vocabulary in senior secondary schools in Ibadan North.

HO₂: There is no significant difference in qualified and unqualified teachers' use of resources for teaching vocabulary in senior secondary schools in Ibadan North.

Table 4. Resources used by qualified and unqualified teachers in teaching vocabulary at the senior secondary schools in Ibadan North.

Variables	N	Mean	SD	DF	T	Sig.	Decision
Qualified	104	46.22	6.21	194	2.71	0.31	HO ₂ Accepted
Unqualified	92	41.11	5.31				

From Table 4, it can be deduced that there was no significant difference in qualified and unqualified teachers' use of resources for teaching vocabulary in senior secondary schools in Ibadan North. This is because the significant value 0.31 is greater than 0.05 alpha level ($0.31 > 0.05$). Thus, the hypothesis is accepted. This indicated that there was no significant difference in qualified and unqualified teachers' use of resources for teaching vocabulary in senior secondary schools in Ibadan North.

HO₃: There is no significant difference in public and private school teachers' use of resources for the teaching of vocabulary at the senior secondary schools in Ibadan North.

Table 5. Resources used by public and private school teachers in teaching vocabulary at the senior secondary schools in Ibadan North.

Variables	N	Mean	SD	DF	T	Sig.	Decision
Public	173	44.34	7.11	194	3.27	0.31	HO ₃ Accepted
Private	23	44.13	7.01				

Table 5 reveals that the p-value or significant value is 0.31 at 0.05 alpha level. Thus, the earlier stated hypothesis was upheld since the p-value is greater than 0.05 ($0.31 > 0.05$). This indicated that there was no significant difference in public and private school teachers' use of resources for the teaching of vocabulary at the senior secondary school levels in Ibadan North.

HO₄: There is no significant difference in very experienced, experienced and less experienced teachers' use of resources for the teaching of vocabulary at the senior secondary schools in Ibadan North.

Table 6. Very experienced, experienced and less experienced teachers' use of resources for the teaching of vocabulary at the senior secondary schools in Ibadan North.

Variables	Sum of squares	DF	Mean square	F	Critical F-ratio	Sig.	Decision
Between groups	111.052	2	5.526	0.422	3.00	0.657	HO ₄ Accepted
Within groups	23701.70	194	10.25				
Total	23812.75	195					

Table 6 also reveals that $F(2, 194) = 0.422$, $p > 0.05$, for very experienced, experienced and less experienced teachers' use of resources for the teaching of vocabulary at the senior secondary schools in Ibadan North. This was found not to be significant since the p-value 0.657 is greater than 0.05 alpha level ($0.657 > 0.05$). Thus, there was no significant difference in the very experienced, experienced and less experienced teachers' use of resources for the teaching of vocabulary at the senior secondary schools in Ibadan North. This implied that the experience of the teachers did not influence teachers' use of resources for the teaching of vocabulary at the senior secondary schools in Ibadan North.

9. Discussions

The analysis on the resources commonly used by teachers revealed that the teachers seemed to make more frequent use of non-human instructional resources for teaching vocabulary than the human instructional resources. This might be due to the teachers' outright apathy to the use of human resources for the teaching of vocabularies.

This finding is in consonance with that of [Abiola \(2012\)](#) who averred that instructional resources give students unique experience that makes them (students) to be better interested in the lessons in order to enhance their level of understanding. Similarly, the finding is also in line with the opinion of [Olumorin \(2010\)](#) that instructional resources can transmit or help to transmit experiences through any of the senses. In the same vein, [Adeogun \(2001\)](#) found a very strong positive significant relationship between instructional resources and academic performance. This was why he advocated that basic instructional resources must not only be present in the classroom but also utilised for an effective teaching/learning to take place, during the teaching-learning process

Furthermore, it was found that there was a significant difference in the resources used by male and female teachers teaching vocabulary. This revealed that the resources used for teaching vocabulary differed based on teachers' gender. Teachers of both genders were found using the non-human resources meant for teaching vocabulary majorly, most especially the school library, but at different levels. The difference is in favour of the male teachers with higher mean of 64.55. This finding seemed to negate [Abiola \(2012\)](#) finding which showed a no significant difference in male and female English studies teachers' use of instructional resources for teaching. Thus, [Abiola](#) added that, gender has no direct influence on a teacher's standard in the classroom, most especially in the use of human and non-human teaching resources.

[Yusuf \(2007\)](#) confirmed further that most teachers seldom or never make use of resources (at all) to enhance their teaching. She attributed this to the constraints of lack of time, lack of pedagogical skills, lack of administrators' support, and lack of fund. In this study, however, gender has a direct influence on a teacher's performance in the classroom, most especially in the use of instructional resources for teaching. Although a woman tends to have less

developed muscles than a man, she can equal him in physical and mental stamina, and is able to perform jobs which have been reserved for men in the past, increasingly (Abiola, 2012).

It was found in the study that there was no significant difference in qualified and unqualified teachers' use of resources for teaching vocabulary in senior secondary schools in Ibadan North. This seems to depict that qualified teachers do not differ from unqualified ones in terms of their use of instructional resources in teaching vocabulary. This implied that both qualified and unqualified teachers make use of instructional resources in teaching vocabulary to enhance their teaching in the classroom. This outcome appears to disagree with Okonkwo's (2003) investigation into the relationship among schools, teacher variables and students' achievement in Social Studies as well as the utilisation of available instructional resources by teachers. His finding revealed that there was a significant difference in the utilisation of available instructional resources for teaching Social Studies between qualified and unqualified teachers. Conversely, the outcome of this study is in line with the findings of Abiola (2012) who reported that qualification had no significant influence on teachers' use of instructional resources in teaching English Language. He adds that qualification has no key role to play in teachers' use of resources.

There was no significant difference in public and private school teachers' use of resources for the teaching of vocabulary at the senior secondary school level in Ibadan North. The result of this study revealed that the school type variable does not determine teachers' use of instructional resources for teaching vocabulary. The use of these instructional resources may not have been a factor responsible for the good performance of the students in such schools.

The findings of this study agree with the study of Abiola (2012) who reported a no significant difference in private and public English Studies teachers' use of instructional resources for teaching. It however negated the study of Babayomi (1999) that private schools perform better than public schools because of the availability and adequacy of teaching and learning resources in the former. It should be noted that availability and adequacy do not imply usability. It is on this threshold that students' performance is rested.

It was revealed that teaching experience had no significant influence on the use of instructional resources for teaching vocabulary. This indicated that less experienced, experienced and more experienced teachers claimed they hardly use human instructional resources as examined. This finding is in line with Abiola (2012) finding that teaching experience had no significant influence on English Studies teachers' use of instructional resources for teaching. His outcome indicated that less experienced, experienced and more experienced English Studies teachers made little or no use of over seventy per cent (70%) of the human instructional resources examined.

10. Conclusion

Based on the findings, it could be concluded that, aside from teachers' gender, no other variable had any influence on the resources used for the teaching of vocabulary in senior secondary schools in Ibadan North. The implication of this is that school administrators should ensure that prospective English language teachers to handle the vocabulary aspect are males.

11. Recommendations

Based on the outcome of this study, it was thus recommended that teachers should employ both human and non-human teaching resources during the teaching and learning of vocabulary. Also, school administrators should ensure that prospective English language teachers to handle the vocabulary aspect are males. Moreover, the females should be given in-service training or opportunity to attend workshops and seminars on resources used in teaching vocabularies. Furthermore, curriculum planners and policy makers should recommend appropriate resources for use in schools. Hence, instructional resources recommended should be in line with the contents of textbooks for teaching vocabulary so as to achieve the desired goal of teaching and learning.

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