

The use Instructional Materials and Teaching Techniques on the Performance of English subject in secondary schools of Rwamagana district: Rwanda

By FELICIEN NGIRABAKUNZI

UNIVERSITY OF LAY ADVENTISTS OF KIGALI

Corresponding author: Email: felicius2020@gmail.com

Abstract

There is a general belief that for any subject to be taught in Rwanda or any other country, the subject teacher should employ audio – visual materials to supplement his verbal presentation and deploy relevant teaching techniques. A number of approaches and initiatives to learning English subject in public secondary schools in Rwanda have been taken and various programs such as instructional materials distributed across the country and continuous teachers' trainings have been provided. Despite the latter programs introduced the performance in English subject is not yet satisfactory and yet the students are still plagued with poor results and low achievement in annual and national examinations (REB, Report 2012).

The specific objectives of the study were to assess the use of instructional materials and teaching techniques, to determine the level of English language performance in secondary schools and to find out the relationship between the use of instructional materials and teaching techniques on the performance of English subject.

The study adopted descriptive research design using both quantitative and qualitative approaches. The study was also based on correlation design to determine the relationship between independent and dependent variables. The total sample size of the study was 222 respondents selected from students, English teachers and schools officials.

Findings showed that there was no significant relationship between instructional materials used and academic performance ($r = 0.083$ and $p = 0.244$). There has been also no significant relationship between teaching techniques used and academic performance ($r = 0.082$ and $p = 0.249$). Therefore, the null hypothesis was accepted and this means the there was no significant relationship between instructional materials and teaching techniques and academic performance.

Key Words: Instructional materials, teaching techniques, Performance, English Language.

1. Introduction

Globally, English is not only used as an official language in many nations, but also as a language of instruction in many school curricula globally (Susanna, 2007). Since the expansion of the British Empire outside Europe in the 16th century, English has become an influence on many different cultures thus becoming the central language of communication. Given its primacy as a popular language, many school systems have put much emphasis on teaching English as a critical subject., As noted by Khader& Mohammad (2010), the best educational systems are found in English speaking countries, increasing the need for other countries to take the language as a core subject at school. With the growing influence of globalization and geopolitical integration, English has made its way strongly as medium of instruction in higher education (Murray &Christison (2010). The best 100 global universities are either found in English speaking countries or use English as a medium of instruction (Richards, 2011).

The aims of the English language curriculum among others are to ensure the inculcation of permanent literacy and the ability to communicate effectively in children in order to ensure their effective participation in

social interaction and national development. Kyenyune, (2013)asserted that the Universal Basic Education will create more access for children to various components of basic education so that they can avail themselves of learning certain modern skills and attitudes. Few among the skills are problem solving, collaboration, communication, social, leadership, media, and information skills. These skills are translated into the classroom by the effective teachers' use of instructional strategies and resources. Instructional strategies are techniques, methods, and skills teachers employ in the teaching and learning process.

Observations and researches have revealed that the most frequently used instructional strategy in schools is the chalk and talk or lecture method (Mohammad, 2010). Current thinking and the realities of the 21st century present us with the fact that instruction can no longer remain at this level.

In addition, learning in the twenty- first century demands learning some skills which some call 21st century skills. More so, children by their nature cannot be kept in a classroom where everything is monotonous and boring. Excitements and practices that support true life situations should be everyday experiences in the language classrooms. Some of the instructional

strategies that can help teachers to do these are play way, role play, storytelling, demonstration, recitation, field trip, library, discussion, and use of games. Play way method involves engaging students in activities that bring pleasure or enjoyment to them. Such activities include: game playing, acting a play and playing music. It is unfortunate to note that these activities in many schools are only done during special occasions such as end of session ceremonies or valedictory services. Froebel and Montessori (1971) are the initiators of this method of instruction and they noted that children learn best by engaging in activities of interest and enjoyment provided in a play. It provides opportunities for learners to identify and develop some manipulative skills they are endowed with.

According to Rwamagana district Education Office Report (2012), secondary schools within the district experienced a big number of students who failed English language as a subject. It is noted that majority of the

students who sat for ordinary level failed English as a subject in three consecutive years (2011, 2012 and 2013). Moreover, there is great general failure in English experienced by the district in national Ordinary Level Examination (REB, 2012); 17.25 percent passed in 2011 dropping to 9.8 percent in 2012 plunging further to 7.7 percent in 2013.

The above scenario points to problems in the teaching and learning process of English language in the country in general and Rwamagana District in particular. The causes of such performance need to be identified, isolated, and corrective measures taken so that the efforts of the country in setting a common communication platform in the Anglophone East Africa are not frustrated. Therefore, this study seeks to examine the use of instructional materials and teaching techniques on English language performance in Rwamagana District.

2. Methodology

The study employed both descriptive and correlation research design. Descriptive research design was designed to provide a picture of a situation as it naturally happens (Bruno and Grove, 2011). The study used

The target population was 7060 students, 153 teachers 23 Directors of studies and 15 head teachers. (drawn from 15 schools in The total sample size of the study was 222 respondents (201 students from Senior Four classes, 4 Head teachers, 4 Director of studies A census for head teachers, directors of studies and English teachers was carried out since they were few. Teachers being the ones responsible for teaching students were very instrumental in shedding light about what instructional and teaching techniques that have an influence on the performance of English language.

The sample size for the students was determined in line with Morgan table (Morgan et al, 1970).The researcher used a proportionate allocation sampling technique using the formulae by Kothari (2004) to obtain the respondents among the students.

both qualitative and quantitative approaches. Qualitative approach was also used because the researcher intended to gain in-depth understanding of teachers' use of instructional materials and teaching techniques. Quantitative approach was used because numerical data was used.

Rwamagana District which have the program of Twelve Year Basic Education).

and 13 teachers) got from 4 schools as indicated in the table1

Research instruments used included a semi-structured questionnaire to collect data from respondents who had enough time and can read, understand and write well using English language. An interview guide was also used to obtain data from respondents especially teachers, directors of studies, and the head teachers who might not have had enough time to answer to the questionnaires. After a successful data collection exercise, the researcher edited, coded, transcribed, cleaned the data and tabulated the findings. Using SPSS program version 16, the researcher analyzed the data.

Table 1: Sample Size and Sampling Procedures

Name of the school	Category of respondents	Population	Sample size	Sampling method used
GS MUNYIG.	Students	81	39	Proportionate
	Director of studies	1	1	Census
	Head teachers	1	1	Census
	Teachers	3	3	Census
	Total	86	44	
G.S KABARE	Students	71	34	Proportionate
	Director of studies	1	1	Census
	Head teachers	1	1	Census
	Teachers	2	2	Census
	Total	75	38	proportionate
G.S RWAM. A	Students	138	66	
	Director of studies	1	1	Census
	Head teachers	1	1	Census
	Teachers	4	4	Census
	Total	144	72	proportionate Census
G.S RWAM.PR	Students	130	62	Census
	Director of studies	1	1	
	Head teachers	1	1	Census
	Teachers	4	4	Census
	Total	136	68	
Grand Total		437	222	

Source: primary data, 2014

3. Results

Use of Instructional Materials and Teaching Techniques

To analyze this variable, the researcher assessed instructional materials among them

were Visual Aids while others were Audiovisual Aids. The researcher also assessed teaching techniques which are often used in teaching English. Findings are represented in the Table below:

Table 2: *Use of Instructional Materials and Teaching Techniques*

Items	Mean	SD	Interpretation
Visual Aids Materials			
use of wall maps to explain	2.79	1.04	Moderate
use of textbooks to clarify content	3.49	1.02	High
use of chats while explaining	3.03	1.08	Moderate
use of gestures to make me understand	3.00	.98	Moderate
use of pictures and photos	2.58	1.00	Low
Aggregate Mean and SD	2.98	1.02	Moderate
Audiovisual Aids			
use of radiobroadcast in teaching English	1.58	.54	Very Low
use of recorded lessons to help learners	1.51	.73	Very Low
school provides recorded sounds	1.61	.69	Very Low
use of different tapes to listen and learn	1.48	.71	Very Low
school provides sound dictionaries	1.67	1.12	Very Low
use of video films to improve	1.29	.67	Very Low
Aggregate Mean and SD	1.79	0.80	Very Low
Teaching techniques			
use of group discussion in teaching	3.42	1.17	High
use of debate sessions in teaching	2.97	.950	Moderate
use of music and songs in classroom	2.14	.88	Low
use of poems to practice English	2.41	.86	Moderate
use of questions and answers to make learner speak	3.84	.99	High
Aggregate Mean and SD	2.84	0.92	Moderate
Grand Mean and SD	2.43	0.90	Low

Legend: The mean range scale: 1.00- 1.79 = Very low; 1.80 - 2.59 =Low level; 2.60 - 3.39=Moderate 3.40 - 4.19=High; 4.20 - 5.00 = Very high

Objective 1 of the study was to determine the level of using instructional materials and teaching techniques used in English language. Results from Table 2 showed the level of using instructional materials (Visual Aids and Audiovisual) and teaching techniques.

The Use of Visual Aids

The Table 2 indicated that visual aids are used at moderate level ($\bar{x}=2.98$, $SD=1.02$). the findings showed heterogeneous among respondents as ($SD=1.02>0.5$) This implies that teachers while teaching English subject refer to the use of Visual Aids occasionally which can be referred to traditional way of teaching whereby the teacher uses “chalk and talk” and it has a negative influence on the performance of any subject including English Language because the teachings are transmitted in abstract and the students’ participation is not much emphasized. The results from the key informants (interviewees) confirmed this way of teaching whereby most of the respondents interviewed agreed that teachers use the method of lecturing rather than involving the students in his/her lesson.

The finding agreed with study by Vissa (2009), through which it was found that the

use of visual aids helped better teaching; and a variety of teaching aids brought about stimulus variation that is essential to sustain students' attention; in the teaching process where teachers are facilitators, need different audiovisual aids, to make students understand and develop diverse contents.

Mecklenburger,(2008) noted, "Chalkboards, lectures, and textbooks continue to dominate instruction almost everywhere." Several descriptive studies of technology used in schools (for example, Becker, 2008) revealed that teachers rarely used technology in their classroom routine.

The Use of Audiovisual Aids

On the other side it was also revealed that the use of Audiovisual is still of very low usage in teaching as indicated by aggregate mean ($\bar{x}=1.79$, $SD = 0.80$). This is supported by 156(77.6) of the respondents when asked on the use of video films in teaching English to improve on pronunciation and conversation. It was shown that audio visual aids are at a very low level of usage and teachers refer to them rarely. Information from key informants (teachers) confirmed that teachers rarely use instructional materials because they face a challenge of time to cover the content and consequently keep on struggling to prepare

the learners for national exams. Therefore the use of teaching materials are taken as time consuming. On other side for key informants their view was also on the moderate use of instructional materials; one These findings show a big challenge to all education stakeholders in Rwamagana District to take corrective measure for the problem to be handled. The findings are in line with Lockheed (2007) who mentioned that instructional materials are critical ingredient in learning and that the curriculum cannot be easily implemented without them. The findings differ from the scholars like Snyder and Colon (2010), who found that foreign language students exposed to audiovisual aids performed significantly better in vocabulary and listening comprehension than students not exposed to them. Video recording provides a wealth of instructional materials for foreign language teachers (Gillispie, 2005). With these results all stakeholders of education must work together in order to increase the level of this variable at least to high level of usage.

The findings also go in line with Ibe-Bassey (2010); Etim (2006); Osokoya (2007) and Abaas et al. (2012), who indicated that students taught using charts, pictures, filmstrips, videotaped materials and animated materials performed better than their

head teacher in Rwamagana District noticed that” *we do not mind about the proper use of using audiovisual materials because our school does not have the materials; what we consider is the coverage of the syllabus*” counterparts taught using conventional lecture method.

The Use of Teaching Techniques

The researcher tested five methods which are likely used in learning and teaching English language.

Results from Table 2 showed the level of using each teaching techniques. The techniques tested were group discussion, Questions- answers technique. Other methods including debate sessions; music and song in classroom and poems. The grand mean of this variable is ($\bar{x} = 2.84, SD = 0.92$) which showed a moderate level of using teaching techniques. From these findings, the researcher concluded that teaching techniques are not yet effectively used in the process of teaching and learning. This shows a big problem in teaching English language lesson because the learners need to practice for better performance. This situation was also confirmed by the key informants when asked on the level of using teaching techniques by teachers. Many head teachers and Director of Studies noticed that teachers

prefer talking in their teachings and the use of various techniques is still at a moderate level. In general these findings contrast with the research carried out by Short(2011) who noted that in second language acquisition, a critical element in effective English as a second language instruction is access to comprehensible input in English (Krashen&Biber, 2008). One way to provide comprehensible input directly to the student is by teaching content in English using strategies and techniques that make the content comprehensible to the second language learner. Research confirms that students in classes where such strategies and techniques are employed acquire impressive amounts of English and learn content matter as well (Krashen&Biber, 2009).

The findings in this study agree with an assertion made by Galliher et al, (2005), who noticed that English language teachers in public secondary schools in Nigeria still depend heavily on the traditional lecture methods in English lessons. While the intensive use of prescribed textbooks and the use of lecture method on delivering English lessons are prevalent, debate and group methods of teaching are occasionally.

The results from key informants on the appreciation about the level of using teaching techniques and instructional materials in

secondary schools are summarized in the way that a number of respondents confirmed that teaching techniques and instructional materials are used at the lower level. One Head teacher from one school in the district confirmed this problem in these words “*Many teachers prefer to use traditional methods pretending that they want to cover the syllabus*”. This showed a big problem in the teaching process with appropriate techniques. Correction measures are needed in order to increase this level. This is in line with Ikot (2008) who observed that the poor performance of students in English examinations may not be unconnected with non-utilization of suitable instructional materials. Many teachers go to classes to teach the language as liberal arts without any material to assist them or the learners. Learning is facilitated when the learners make use of at least three of the sense organs namely: seeing, hearing, and touching. Many scholars like (Etim, 2012; Ibe-Bassey, 2011&Ikot, 2008) noticed that, literature- in methodology of teaching or pedagogy and instructional communication have explained and illustrated the effectiveness of instructional materials as a tool for improving students’ performance in the learning of difficult concepts. In spite of the role of instructional materials in facilitating

learning, students have failed to acquire the needed knowledge and skills (Ikot, 2008).

Level of Academic Performance in English National Examination

Table 1: Level of Academic Performance in English National Examination

Years	Scale	Freq	%	Mean	Interpretation
2013	I	3	4.47	4.13	Fair
	II	2	2.98		
	II	6	8.95		
	IV	27	40.29		
	U	29	43.28		
2012	I	0	0	4.08	Fair
	II	8	11.94		
	II	5	7.46		
	IV	21	31.34		
	U	33	49.25		
2011	I	2	2.98	4.14	Fair
	II	5	7.46		
	II	7	10.44		
	IV	21	31.34		
	U	32	47.76		
Grand total		201		4.12	Fair

Legend: I=1.00- 1.79 = Excellent; II=1.80 - 2.59 =Very good; III=2.60 - 3.39=Good; IV= 3.40 - 4.19= Fair; U=4.20 - 5.00 =Fail

To assess this variable, the researcher used the grading system used by Rwanda Education Board (REB), in classifying students according to their grades got in national exams.

Objective 2 of the study was to examine the level of academic performance in English National Examination within three years (2011-2013). Findings showed a big number of students got the grades lying in division IV

and Division U (Unclassified). The grand mean was ($\bar{x} = 4.12$), meaning that the level of academic performance in English National Examination within three years (2011-2013) was fair.

These findings showed a deplorable situation of performance in English in secondary schools with the program of 9&12YBE in Rwamagana District in particular and the whole country in general. Findings showed also that for the period from 2011-2013 the percentage of the candidates who got the last grade (U) in national Examination respectively 32 (47.76%), 33 (49.25%) and 29.2 (43.28) which make 46.7% at average of candidates who got the last Grade (U) within three consecutive years. These findings are proven by the District Statistics (2011-2013) on the performance in English subject whereby the report shows the poor performance in English within Three years 78.4 per cent, 79.8 per cent and 82.5 per cent failed consecutively in English subject.

According to these findings, the researcher concluded that the performance in English language is not satisfactory and it is even deplorable because a big number of the responses are in the two last grades. This is a big challenge, and stakeholders in education (authorities, parents, teachers and students) must work hand in hand in order to cope with

this problem of poor performance in English in particular and all subjects in general. These findings are supported by the key informants in the study who noticed that most of the students in secondary schools especially 9&12YBE schools get poor results in national Exams not because of ignorance but because of lack of interest from teachers to use teaching materials and ineffectiveness of teaching techniques used while teaching.

This is in line with some researchers and linguistics like (Bett, 2008) who declared that English as an integral subject in the curriculum, a declining standard of performance in English at primary and secondary level should worry many teachers and stakeholders in education sector, because when the students join the superior level with poor English language they will continue with poor knowledge of the language. There is a need of considerable amount of time to unravel the cause of poor performance in English language; there is an urgent need for us to reflect on the causes and possible remedies to avert this situation.

The findings agree also with Uduh (2009), who mentioned that the high percentage of candidates who failed English yearly is reflected in the low percentage of the candidates that meets the university admission requirements. The situation is so

pathetic that stakeholders keep on wondering why this level of education has persistently failed to meet the yearnings and aspirations of the society. Apart from the fact that the mass failure of students in public examinations constitutes wastage on investment in secondary education, it puts a big question mark on the quality of secondary education in the country.

Relationship between the use of Instructional Materials, Teaching Techniques and Academic Performance in English

The objective 3 was to determine the Relationship between the use of Instructional Materials, Teaching Techniques and academic performance in English. Findings are summarized in the table 2 and Table 3.

Table 3: Pearson Correlation between Instructional Materials used and Academic performance in English National Exam

Variables	Pearson Correlation (r)	Coefficient of determination (r²)	of %	P value. (2-tailed)
Instructional Materials used and academic performance in English	0.083	0.0069	0.69%	0.244

* Correlation is significant at the 0.05 level (2-tailed).

n=201

Source: Primary data

As indicated in Table 3, the value of the Pearson correlation was ($r = 0.083$ and $p = 0.244$) between Materials used and academic performance in English National exam. According to Buglear (2005) when r is 0.9 to 1.00 the relationship is strong. When r ranges from 0.6 to 0.89, the relationship is fair /

moderate. When r ranges from 0.3 to 0.59 the relationship is weak. When (r) ranges from 0 to 0.29 the relationship is negligible. As findings showed that r is 0.083; the value which is between 0-0.29, the researcher has found that there was a relationship between instructional Materials and academic

performance in English National exam. The relationship was found not significant as the p-value was greater than the level of significance ($P= 0.244 > \alpha=0.05$). Further analysis basing on coefficient of determination ($r^2 = 0.0069$ or 0.69%) showed that only 0.69% of academic performance identified is caused by instructional Materials used. These finding go in line with Popoola (2009), who investigated the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for the study. Questionnaires were designed to

elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students. The schools with adequate instructional materials performed better than those with inadequate instructional materials.

Table 4: Pearson Correlation between Teaching Techniques used in teaching English and academic performance in English National exam

Variables	Pearson Correlation (r)	Coefficient of determination (r^2)	%	P value (2-tailed)
Teaching Techniques used and academic performance in English	0.082	0.0062	0.62%	0.249

* Correlation is significant at the 0.05 level (2-tailed).

n=201

Source: Primary data, 2014

As it is indicated in Table 4, the value of the Pearson Correlation was ($r = 0.082$ and $p = 0.249$). This show a negligible and not significant relationship between Teaching

Techniques used and academic performance in English National exam as the p-value (0.249) was greater than the level of significance (0.05). Further analysis basing

on coefficient of determination ($r^2 = 0.0062$ or 0.62%) showed that only 0.62% of academic performance identified is caused by Teaching Techniques used.

Hypothesis Testing

Null Hypothesis of the study was: there is no significant relationship between the use of Instructional Materials and Teaching Techniques on the performance of English subject in secondary schools of Rwamagana District. According to the findings from the tables 2 and 3 whereby as indicated in the table 2 the value of Pearson Correlation ($r = 0.083$ and $P = 0.0244$) between the use of Instructional Materials and English language performance in National Examination the relation was found not significant as it was greater than the level of significance ($p = 0.05$).

The findings from the table 3 also showed the value of Pearson Correlation ($r = 0.082$ and $P = 0.249$) between the use of Teaching techniques and English language performance in secondary schools of Rwamagna District; thus the findings revealed that there was no significant Language learning is a social activity and it is not possible to learn to speak to understand and to comment enough without taking part

relationship between the use of teaching techniques and English performance because the p-value was greater than the level of significance ($P = 0.05$). Therefore the Null Hypothesis was accepted.

Conclusion

Findings on using instructional materials showed the overall level of using instructional materials was low. Finding showed a moderate level of using Teaching Techniques in teaching English. Findings on academic performance showed that a big number of the students were in the two last grades (IV and grade U) the grades which are not satisfactory for a quality education's improvement.

It has been known well that the usage of materials to help the learners to learn easily and well is one of the most important basements of teaching and learning activities and processes. Because providing a natural learning environment motivates the students well and helps them to take part in the learning, teaching and experiencing processes.

in the learning and teaching processes. Teaching materials are very important

instruments to help the learners take part in the learning and teaching processes.

In this research, it has been found out according to the students' answers for the questionnaire and point of views for key informants that language teaching materials are having a very important effect and role in language learning and teaching activities.

By means of using the teaching materials, teachers increase students' interests and motivations to the subjects and lessons.

4. Acknowledgements

The authors would like to thank all colleagues for proofreading of this paper and their valuable feedback which significantly contributed to its quality.

5. References

Bett, J. (2008). *Classroom Interaction in English language classes in public Secondary Schools in Kerich Municipality*. Unpublished Med Thesis. Maseno: Masaeno University

Bruno N. and Grove S. K. (2011). *Understanding Nursing Research Building an Evidence-Based Practice*, 5th edn. Elsevier Saunders, U.S.A

Buglear J. (2005): *Quantitative Methods for Business*. LegoprintS.p.A , Italy.

Ibe-Bassey GS (2010). *The Selection and use of Instructional materials. Implications for teachers' Effectiveness*. J. Educ. Media and Technol. 3(1):66-86.

Ikot, AS (2008). *Effects of Instructional Materials Utilization on performance of Junior Secondary Students in Practical Agriculture in Ikot-Abasi Local Government Area*. Unpublished M.Sc. (ed) Thesis. University of Uyo, Uyo. Murray &Christison (2010). *Variation in Transcription. Discourse studies*, 9(6), 784-808

Khader and Mohammad (2010). *Exploratory talk for Learning*. In N. Mercer & S. Hodgkinson(Eds.), *Exploring talk in school* (pp. 1-15). London: Sage

Kothari,C. R.(2004). *Research Methodology, Methods and Techniques*, New Age International, New Delhi India

Kochhar, S. K. (2009). *The Teaching of Social Studies*. New Delhi: Sterling Publishers Private Ltd.

Krashen, S. &Biber, D. (2008). *On course: Bilingual education's success in California*. Sacramento, CA:California Association for Bilingual Education.

Kyenyune, R. (2013) *Challenges of Using English as a medium of instruction in language, learners of English in developing countries*. Journal of Multilingual

Lockheed, M. E. (2007). *Improving Primary Education in Developing*

- Countries.* Nairobi:
OxfordUniversity Press.
- Morgan, Daryle W. (1970.), “*Determining Sample Size for Research Activities*”, Educational and Psychology Measurement
- Osokoya,IO (2007).*Effects of Videotaped Instruction on Secondary School Students’ Achievement in History*, Int. J. Afr. Am. Stud. 6(1):27-34
- PoPoola, T.A. (2009). “*An Investigation into the Relationship Between Instructional Resources and Students’ Academic Performance in Secondary Schools in Abeokuta Local Government Area of Ogun State of Nigeria*”. An Unpublished M.Ed Thesis.
- Richards, Jack.C and Rodgers Theodore. (2011). *Approaches and methods in Language Teaching*. United States of America: Cambridge University Press.
- Richards, Jack C., and Thomas S. C. Farrell. (2005). *Professional development for language teachers*. New York: Cambridge University Press.
- Rosendal, T (2009). “*Linguistic Markets in Rwanda: Language use in Advertisements and on Signs.*” Journal of Multilingual and MulticulturalDevelopment30, no. 1.
- Rwamagana District (2012). *Primary and secondary Education Statistics*; education officer unit.
- Rwanda Education Board (2012). *Primary and Secondary Results*; national examination department, Kigali-Rwanda
- Uduh (2009),*Academic performance in Senior Secondary Schools. Ibadan: socio-economic factors influencing students academic performance in Nigeria. Some explanation from a local survey. Sociology and social work community Revised Edition,2009*
- Vissa, U. S. (2009). *Teaching a unit of educational psychology to B.Ed. students. The Progress of Education*, 68, 215-219 & 222.