

## ASSESSMENT OF THE AVAILABILITY OF INSTRUCTIONAL MATERIALS FOR CHILDREN WITH HEARING IMPAIRMENT IN MATSANGO INCLUSIVE PRIMARY/SECONDARY SCHOOL, AZARE. BAUCHI STATE



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### ABSTRACT

*The research assessed the availability of instructional materials for children with hearing impairment in Matsango inclusive primary/secondary school Azare. The study employed survey design and the population of the study was all hearing impaired children. A sample of 20 children was used for the study. Questionnaire was used to collect the data and percentage was used to analyze the data for the study. It was found out that teachers use available instructional materials during lesson which enhances the children understanding. Based on the finding of the study it was recommended among others that teachers should be given training on how to use relevant instructional materials during lessons.*

**Keywords:** *assessment, availability, instructional materials, inclusive school.*

### Introduction

Over six hundred and sixty million people around the world live with disabilities (United nations, 2011) of which one hundred and fifty million children live with disabilities, 80% of these children live in developing countries where their disabilities exclude them from full participation in society with most of them not having the opportunities to go to school, obtain gainful employment, and make a home and family. (Unesco 2010).

Hearing impairment is the most prevalent sensory disability globally and a condition that is of growing concern. WHO 2005, estimated that 278 million people in the world were living with disabling hearing impairment. The right to education, as universal right, should extend to all children and youth in all part of the world, including those with disabilities.

Hearing impairment as a special need condition can affect the effective functioning of the total personality of any individual no matter the time of the onset of the condition. It is estimated that about one in every one hundred children have some degree of hearing loss. Reedy, Ramar and Kusuma (2004) opined that hearing impairment is quite common in children.

Hearing impairment is a generic term used to indicate anyone with hearing loss and any degree of the hearing loss. The hearing loss may range from mild loss to profound deafness, (Okeke,2001). According to the conference of the executive of America schools for the deaf cited in Ogwu (2001) hearing impairment is an umbrella term which encompasses hearing disability that ranges in severity from mild to profound; it includes the subset of deaf and hard of hearing.

According to the Individual with disabilities Educational Act (IDEA) cited in Garuba (2003), hearing impairment is “an impairment in hearing, weather permanent or fluctuating, that adversely affect a child’s educational performance.

Children with hearing impairment are part of the special need individuals and their education requires application of instructional materials, aimed at enhancing learning.

### **What is Instructional materials**

Instructional materials refer to those alternative channels of which a classroom teacher can use to concretize a concept during teaching and learning process. Traditionally, classroom teachers have relied heavily on the 'chalk' method during their teaching. But recently, instructional materials help to provide variations in the ways in which messages are sent across. For instance, in teaching a topic a teacher can manipulate real objects or use their stimulators. Instructional materials therefore constitute the media of exchange through which a message transaction is facilitated between a source and a receiver. (Tyler, 1987, Dike 1989).

Dahar and Faize (2011) opined that instructional materials are print and non-print materials include items such as kits, textbooks, magazines, newspapers, pictures, recording slides videos disc, workbooks, and electronic media including but not limited to music, movies, radio, software, CD rooms and online services. Instructional materials play a vital role in teaching and learning process.

### **Importance of instructional materials:**

The essence of producing instructional materials, is to facilitate the teaching learning process. The essence is not to use such instructional materials as objects of decoration in our classroom or as objects to be presented during award winning national exhibitions on improved instructional materials. If the essence of producing instructional materials is to use such materials to facilitate teaching learning.

1. Instructional materials have a high degree of interest for the learner; they offer a reality of experience, which stimulates self-activity on the part of pupils.
2. Instructional materials develop a continuity of thought, this is especially of motion pictures, as they provide experiences not, easily obtained through other materials and contribute to the efficiency, and variety of learning.

### **What is Inclusive education?**

Inclusion is defined as the state or a process of addressing and responding positively to the diversities that exists among the students, through modifying and changing the education systems, to accommodate all children regardless of their physical, socio-emotional, and intellectual and other types of conditions. These modifications and changes involve content, teaching methods, teaching and learning materials, organization of the classrooms and infrastructural adjustments. Inclusion calls upon the educators, professionals and authorities to see learning diversities among the students not as a problem but as a catalyst towards enriching the educational support (UNESCO, 1994).

### **Statement of the problem**

Meeting the needs of those with special need is non- negotiable. The learning need of children with hearing impairment must be met, so that the idea of equalizing educational opportunities for all children with special need should be accomplished. Children with hearing impairment seem to be always experiencing psychological, personal worries and precarious conditions that affect not only their ability to respond to environmental sounds stimulus but also their learning outcomes.

In trying to meet the unique learning needs of children with hearing impairment, the availability of instructional materials that will enhance and facilitate teaching and learning process must be utilized effectively, so that teaching and learning will be easier. Instructional materials especially visual materials can go a long way in solving the teaching and learning problems of children with hearing impairment because it is an apparatus that can influence the reality of teaching and learning activities considering the fact that the Nigerian school system today is experiencing a boost in population giving class size to greater demand for classroom facilities and equipment becomes imperative in situation where there are scarce resources and facilities. Without learning material such as instructional materials, teaching and learning becomes difficult especially I primary and junior secondary

schools where the learners are still young and such cannot pay attention to abstract things for a long time

### **Objectives of the study**

The objective of this study includes the following; -

1. To find out the types of instructional materials available in the school
2. To find out the sources of getting the instructional materials
3. To ascertain how the school, maintain the available instructional materials

### **Research Question**

1. What are the types of instructional materials available in Matsango?
2. What are the sources of getting instructional materials in your school?
3. How does the school maintain the available instructional materials?

### **Research Design**

The study adopted descriptive survey which is concerned with the collection of data for the purpose of describing conditions, prevailing practices on ongoing process, the current happening etc, it may include the processes of induction analysis, classification and measurement. (Jacob, 2015)

### **Population of the study**

The population of this study comprises of all hearing impaired children in Matsango Inclusive Primary/Secondary school azare, Katagum Local Education Authority. and their teachers. Statistical report obtained from the school, indicate that there are (20) hearing impaired children twelve (12) boys eight (8) girls. The average age range is 9- 12 years.

### **Sampling Techniques**

The sample of 10 boys 8, girls and 2 teachers were selected.

Purposive sampling technique was used because the population has the same characteristics and qualities.

### **Instrument for Data Collection**

The instrument used for data collection was a questionnaire titled "Questionnaire on the assessment of the availability of instructional materials for children with hearing impairment in Matsango Inclusive Primary/Secondary School Azare." The instrument has ten (10) items which was validated by an expert in text and measurement from psychology Department, Aminu Saleh college of Education, Azare. The instrument was designed to solicit information on the availability of instructional materials for hearing impaired pupils/ students. The responses to the close ended questions were measured on the five Likert type scale as follows: 1. Strongly agree (SA) 2. Agree (A) 3. Undecided 4. Disagree (DA) 5. Strongly Disagree (SDA).

### Data Collection Procedure

The instrument was administered to the respondents by the researcher through the assistance of the school assistant headmaster who is also a specialist in sign language. The questionnaire was duly completed and returned for data analysis.

### Data Analysis Procedure

The statistical technique used in analyzing data for this research was simple percentage. Some of the points in the Likert scale were merged together in the process of data analysis.

### Result

The research questions were answered and result of the data analysis are presented as follows;

Question 1; What are the types of instructional materials available in your school?

Table 1: Type of instructional materials available.

S/N	Item	A		U		DA	
		Frequency	%	frequency	%	frequency	%
1.	There are relevant and available Instructional materials in your school	17	85			3	15
2.	Teachers use instructional materials During lesson	13	65			7	35
3.	Teachers display printed Pictures in class.	7	35	2	10	11	55
4.	Modern instructional Materials are used	7	35	2	10	11	55
5.	Instructional materials Help to understand lesson Very well	17	85			3	15

Source; field work 2021

**Table 1.** presents the relevant audio instructional materials. As the table shows, majority of the respondents representing (85%) agreed that there are relevant audio instructional materials in their school, while (15%) of the respondents disagreed.

On the issue of whether teachers use chart instructional materials during lesson, (65%) of the respondents agreed that teachers use chart instructional materials during lesson, while (35%) of the respondents disagreed. Regarding the issue of displaying printed pictures in class, 7 of the respondents representing (35%) agreed that teachers display printed pictures in class, 2 of the respondents representing (10%) were undecided while 11 of the respondents representing (55%) disagreed.

However, minority of the respondents representing (35%) agreed that modern instructional materials such as television and computers were used in resource room, 2 of the respondents representing (10%) were undecided while majority of the respondents representing (55%) disagreed. Moreover, majority of the respondents representing (85%) agreed that card board paper instructional materials were use during lesson, while (15%) of the respondents disagreed.

Question 2. What are the sources of getting instructional materials in your school?

Table 2. sources of instructional materials.

S/N	Item	A		U		DA	
		Frequency	%	frequency	%	frequency	%
1.	Teachers improvise Instructional materials	13	(65)			7	(35)
2.	Government supply Instructional materials	12	(60)			8	(40)
3.	Non-governmental organization donate Instructional materials to our school	16	(80)			4	(20)

Source: Field work 2021

**Table 2.** shows that majority of the respondents (65%) said that teachers improvise instructional materials during lesson, while (35%) disagreed. On the issue of government supply instructional materials to their school, (70%) agreed that government supply instructional materials to their school, while (35) disagreed.

Eighty percent (80%) of the respondents agreed that non-governmental organization donate instructional materials to their school while (20% disagreed.

**Question 3.** How does the school maintain the available instructional materials?

**Table 3:** Maintenance of available instructional materials.

S/N	Item	A		U		DA	
		Frequency	%	frequency	%	frequency	%
1.	Teachers kept Instructional materials in school Store	15	(75)	5			(25)
2.	The school has library attendant for Taking care of instructional Materials among others	2	(10)			18	(90)

Source; field work 2021

**Table 3.** In addition, to what the table above indicate that 75% of the respondents agreed that teachers kept instructional materials in the school store for proper safe keeping, while 25% disagreed with the statement.

Finally, items two above shows that only (10%) of the respondent agreed that the school has library attendant to kept such materials, while (90%) disagreed. This implies that the school doesn't have library attendant

### Discussion

It is evident that majority of the respondents agreed that there are available audio instructional materials in their school. The respondents also agreed that teachers use instructional materials during lesson. They also disagreed that teachers display printed pictures in their class.

The respondents further agreed that modern instructional materials are used as part of facilitating teaching and learning process. Also, majority of the respondents agreed that the use of instructional materials during lesson help them to understand lesson very well. Regarding the issue of improvisation of instructional materials by teachers, majority of the respondents agreed that teachers improvise the materials. In addition, the respondents also agreed that there is no library attendant to manage such materials among others. Lastly, the respondents also agreed that government and non-governmental organization supply instructional materials to their school.

### Conclusion

The finding revealed that the teachers use relevant and available instructional materials during lesson. The respondents also agreed that the use of instructional material during lesson help them to understand lesson very well since the materials are visualize. The finding also believe that the respondents were enjoining the donations of instructional materials from government and non-governmental organization. In addition, the respondents were being taught with the use modern instructional materials occasionally. The finding further indicated that teachers kept such materials in school store for safe keeping.

### **Recommendation**

On the bases of finding of this research, the following recommendation are made:

1. The relevant and available instructional materials should be properly taken care of to avoid damage.
2. Teachers should be given training on how to use relevant instructional materials during lesson
3. There is need for proper supervision on the school to tackle immediate problems.
4. Expert in sign language should be posted to the school, since the school is understaffed

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