

Influence of Teacher Attributes on the Use of Resources in Teaching English Grammar

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Abstract

English is a critical subject at every stage of the Nigerian educational system, so it is imperative to guarantee success that corresponds with the substantial resources and time invested in teaching and studying. This research looked at the influence of teachers' attributes on using resources to teach English grammar in English by adopting a descriptive survey research design. All English language instructors employed in public and private secondary schools in Ilorin were the subject of this investigation. This study's sample comprised 268 English language instructors. A questionnaire created by the researchers was utilized. The data gathered was subjected to reliability assessment using Pearson's Product Moment Correlation (PPMC). There was a 0.81 correlation coefficient. Mean and percentage were chosen to respond to the study questions posed. The One-Way Analysis of Variance (ANOVA) and the independent t-test were used to evaluate the generated hypotheses at the 0.05 significant level. The results show that the most regularly utilized resources for teaching English grammar were print materials and textbooks, audiovisual aids, models and manipulatives, and digital technologies. It was recommended that curriculum designers continue to promote more realistically oriented materials, as this will help to engage students more and support the efforts of teachers.

Keywords: English grammar; experience; gender; resources; teaching; qualification

Introduction

Being a bilingual nation, Nigeria comprises several ethnic groups historically, culturally, politically, economically, and educationally that co-exist under a complex terrain. In the early days, pidgin English was the original form used for contact communication in

Nigeria (Akpan et al., 2023). In some riverine regions of the country, pidgin English has evolved into Creole. The sociolinguistic conditions in Nigeria are frequently evident in the English language social activities that take place there. In addition to the three vital indigenous languages, English is a language that is widely used and has taken center stage in the

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media, the workplace, and educational settings (Danladi, 2013). English became a powerful identification symbol in international politics and economics on a global scale. The importance of the English language in international operations creates a need to use it to promote mutual understanding and social mobility. The significance of English at every level of the Nigerian educational system makes it critical to guarantee success that matches the substantial resources and time devoted to the subject's teaching and study (Civan & Coşkun, 2016).

The teaching and learning of grammar have generated controversies among researchers and teachers of the English language. Over the years, English language teachers have faced challenges with the appropriate means of achieving the curriculum objectives at the secondary educational level in Nigeria. Without proficiency in the English language, of which grammar is a part, students cannot proceed to higher academic levels. Liu (2023) confirms that the teacher is the most crucial instructional resource, being an initiator, a facilitator, and a sustainer of learning. The recurrent unsatisfactory performance of students at external examinations (O'Level) has been a source of worry and concern. To identify the cause(s) of the unsatisfactory performance, scholars have identified poor funding, inappropriate instructional methods, lack of student interest, complicated curriculum, and inadequate instructional resources.

Furthermore, educators and language learners must strive for a solid command of the English language. The nation's official language, English, solidified with the escalation of administrative procedures. Since all subjects are

taught in English, students must thus reach a particular degree of skill in the language (Mehmet, 2020). It is permissible to refer to proficient language usage as a social art. The field of English teaching is broad and diverse.

For this reason, Escobar (2018) notes that the globalization of English has led to various teaching methods tailored to the many contexts in which it is employed. It is emphasized that it is utilized as a second language, a teaching medium, and for intra- and international reasons in multilingual nations like Nigeria. Understanding language and culture should be a part of language instruction. Students learning results and engagement are enhanced when languages are taught from a localized viewpoint, mainly when teaching English as a second language (ESL) (Husna & Nasrullah, 2023).

Nigeria's English language curriculum includes every experience that contributes to improving communication skills and the language arts, speaking, listening, reading, and writing. The curriculum has focused enough emphasis on the four language skills, including the material and procedures needed to teach any topic. According to the Language and Reading Research Consortium (LARRC) (2017), these abilities are necessary for everyone who wants to become a language expert. The broad curriculum encompasses reading, comprehension, dictation, vocabulary study, punctuation, listening, oral (speech practice), and grammar. Grammar is communicating, comprehending, and observing circumstances resulting from language proficiency (Rushton, 2022). It is the principles governing language use. Spoken language is made up of words, but written language is made up of sentences. Given that both formats demonstrate coherence for

efficient communication, written language must follow the grammatical rules governing its many components more closely (Kazlauskienė, 2015).

Instead of being a restrictive imposition, grammar is a liberating force that releases students from the grasp of a lexical categorization of reality and their dependence on context. In other words, a student who lacks knowledge of grammar will need to convey their ideas using lexis, gestures, tone, and other non-verbal cues. It entails explaining how sentences are constructed and researching grammatical rules. According to Rice (2018), grammar is the foundation of all languages since it describes linguistic elements' sequential and systematic organization. Grammatical comprehension and expression are essential in speaking and listening mastery, which is crucial to making grammatically correct statements in the language (Vandergrift & Goh, 2018). Regarding vocabulary, grammar shows students how specific lexical components should be combined in a coherent sentence to create meaningful and expressive assertions or expressions. Put differently, Kahn and Valijärvi (2021) assert that pupils may convey meanings in phrases, clauses, and sentences by studying grammar.

Thus, deductive and inductive methods may be used to teach grammar. Deductive thinking operates from the general to the specific, which is the basis for the deductive method. In this instance, rules, concepts, theories, or principles are discussed first, followed by their application (Zhang & Zhuang, 2013). Students are taught a detailed grammatical rule and then practice applying it. The inductive reasoning process, which states that a reasoning progression moves from particulars, observations, measurements,

or facts to generalities, rules, laws, conceptions, or theories, is the source of the inductive method (Day, 2021). Rule-discovery learning is another term for the inductive method. It implies that a grammar instructor should begin by providing some sentence examples. In this way, students learn grammar principles through provided instruction (Eccel & Carlson, 2020). Grammar is the foundation of any language because it describes the linear and systematic arrangement of the constituent parts of the English language. Teaching grammar is seen as an abstract idea that becomes effective when supported with pertinent teaching materials (Weaver & Gillmeister, 2018).

Any item, person, or location supporting the development, execution, and assessment of teaching and learning and the input incorporated into the instructional system is considered an instructional resource (Paige & Witty, 2017). Teachers employ resources, which include materials, tools, and assistance, to support instruction and improve learning in the classroom. These resources are essential for streamlining the learning process and improving the effectiveness, accessibility, and engagement of the courses for students (Ramanathan, 2019). Different instructional resources can accommodate different learning styles, objectives, and subjects. Selecting instructional resources entails matching the materials to learning objectives, considering learners' varied requirements, and combining various resources to accommodate different learning preferences (Levin & Sosenushkin, 2015). Adopting any instructional resource aims to establish a vibrant, dynamic learning environment that promotes comprehension, involvement, and success.

Resources for instruction are categorized as either non-human or human. Living things like human resources can be employed to further the goals of English grammar. They are divided into resource personnel, instructors, specialists, and professionals in the English language (Aggun, 2022). However, non-living resources, such as objects, help learn English, particularly grammar. Open educational resources, field trips, digital resources, audiovisual aids, educational simulation, games, laboratory apparatus (Gaida, 2018), models, manipulatives, and learning management systems (Motzo, 2018), textbooks and print materials, and adaptive learning resources (Churchill, 2017; Busari & Adewuyi, 2018) that pertain to English grammar are the several classifications they fall under. Using instructional resources may be justified by several factors, including supplying authoritative and informational sources, concentrating attention (Tin, 2016), stimulating student interest, and saving teachers' time (Onyemah & Omoponle, 2022).

According to Omuna et al. (2016), textbooks were the most preferred educational resource and correlated favorably with English language acquisition. English teachers are using game applications for instruction. The lesson benefitted the students when exposed to instructional resources, and these benefits were apparent immediately (Kruk, 2014). Additionally, it demonstrates how positively children see grammar instruction (Lien & Thi, 2017). According to (Lee, 2019), using suitable educational resources fosters students' ability to communicate effectively, grasp the ins and outs of contemporary language, and develop their analytical and creative thinking skills. Since reading can have negative impacts, such as

boredom, grammar educators must create innovative educational resources that augment students' printed modules or books (Sorohiti & Aini, 2020; Fehintola et al., 2023). It should be within the purview of educators to choose and modify the appropriate grammar resource for their students.

Odundo et al. concluded that sufficient teaching and learning materials were available for language instruction and assisted the learners (Odundo et al., 2018). Online resources are a highly practical way to learn a language, particularly English grammar (Acosta & Cajas, 2018; Yurko & Vorobel, 2021). Using e-learning resources as instructional materials can help fill the gap in the limited resources available for English for Young Learners (EYL) programs (Alam-Khan, 2016; Meisani, 2021). According to Sangeetha (2023), pupils' understanding improved significantly because of their daily usage of these online tools. Pupils unanimously stated they liked taking English classes from professors who used e-tools. Future English teachers' general communicative language is enhanced using open educational materials (Malykhin et al., 2023). According to Nurhidayah et al. (2023), the English textbook adopted was judged suitable for addressing the needs of the students and the school.

Instructional resources that were in line with constructivist concepts, such as cooperative learning and hands-on activities, were more frequently used by female instructors (Yusuf et al., 2018). In contrast, it was found that male educators were more likely to employ conventional teaching methods, including worksheets and direct instruction (Grissom & Collins, 2011). It was shown that female educators were more likely to utilize technology

in the classroom for various functions, including communication, resource delivery, and instruction delivery. Conversely, technology use by male teachers was more common for restricted benefits, such as drill and practice exercises (Russell et al., 2013; Kurgat, 2014). Anderson and Smith (2014) state that male teachers used traditional teaching materials and textbooks more frequently. However, utilizing a wide range of teaching resources, including technology, real-world items, and manipulatives, was more common among female instructors. According to Berendsen et al. (2015), female teachers improved their students' performance in math and reading by incorporating instructional materials during teaching.

In contrast, there was a negative correlation between male teachers and math student success. Researchers like Freire (2018) have shown that female teachers outperform male teachers in using instructional resources for teaching and learning. Teachers are unquestionably essential in developing the potentialities and qualities of a society's younger generation. There has always been a serious controversy surrounding the influence of gender in the teaching process. Female teachers are more empathetic and emotional than their male counterparts, who incorporate more resources while teaching (Gilbert, 2023).

According to Park et al. (2015), educators with greater credentials are more likely to utilize a broader range of teaching resources, including technology, manipulatives, and real-world items. Higher qualified instructors were more likely to employ a curriculum that adhered to the concepts of student-centered learning, such as differentiated teaching and inquiry-

based learning (Igiri & Effiong, 2015; Zumata & Koirala, 2016; Ayanwale et al., 2023). Teachers with lesser levels of competence were more likely to employ traditional, teacher-centered educational resources. Conversely, less-trained educators tended to depend more on textbooks and conventional teaching resources (Oduyayo, 2023). Higher competent educators were more likely to employ instructional resources in a way that was engaging and successful with their students (Adelowo & Babatunde, 2015; Sanders et al., 2016). According to Cheung et al. (2017), instructors with more degrees of training saw a more significant impact from instructional resources on student results. Higher-qualified teachers had a more considerable influence on student results when they made better use of the teaching resources (Yusuf et al., 2014; Hill et al., 2019; Hill et al., 2019). Students of teachers with more extraordinary credentials were more likely to be engaged with educational materials (Fredricks et al., 2020; Choppin et al., 2022).

According to Peiser and Jones (2013), teachers who stay longer are more productive and efficient than those who leave. Teachers should attend seminars, conferences, workshops, and training programs to keep current. Çakır (2015) notes a correlation between years of teaching experience and teachers' efficacy in utilizing resources. A teacher adopted the position of a parent and, over the years of facilitating easy learning, gained an understanding of children and their issues. According to Mukwambo (2016), people's perspectives on teaching practices deepen as they grow experienced and identify suitable ways to accomplish educational objectives ethically. According to research

participants in the study by Korkmaz (Korkmaz & Yurtseven-Avci, 2016), instructors' experiences influenced their adoption of instructional materials, making learning engaging and memorable. For teaching and learning, English teachers supplement the textbook with other resources such as online articles, workbooks, practice books, and other natural materials (Kodriyah et al., 2018). Based on teaching credentials, gender, and experience, there was no statistically significant difference in using instructional materials for teaching mathematics to primary school students (Okoji & Olubayo, 2021). Inadequate training, family conflicts, a lack of openness and oversight, a lack of technological proficiency, and a lack of technical resources were among the obstacles experienced by teachers; these issues were unrelated to their prior experience (Teotia et al., 2023).

School ownership is significant in management, finances, personnel, facilities, specialized subject instruction, and overall educational standards. According to (Tuimur & Chemwei, 2015), instructors at government-owned schools needed to use more of the available instructional resources. Essential teaching and learning resources are scarce in most public secondary schools (Tety, 2016). Most instructors need to recognize the significance of using instructional resources during teaching, and most public schools use inadequate amounts (Bukoye, 2019). According to Uko (2020), there is no substantial correlation between students' academic achievement and the accessibility, availability, and use of instructional resources, depending on the ownership of

the school. The availability of instructional materials affects how successfully a syllabus is implemented, making them a crucial component of the curriculum reform matrix. School administrators are urged to provide educational resources (Sengai & Mokhele, 2022; Adelana et al., 2023). No matter whether the institution owned the resources, instructors underused them, as evidenced by the below-average consumption of instructional materials (Njoroge, 2019; Kiisa et al., 2023).

This study's main objective was to assess the influence of teacher attributes on the use of resources in teaching English grammar. Also, in this study, the researchers examined the adequacy of the resources employed by teachers in teaching English grammar. In the same vein, the influence of teachers' gender, educational qualification, experience, and school type on the use of resources was also investigated.

Method

This section addresses the methods used, the instruments used to collect data, the participants involved, the chosen research design, and the methodologies used to analyze the data acquired.

Research Design

This research is a descriptive survey. According to McCombes (2023), a descriptive survey attempts to characterize a population, circumstance, or phenomenon precisely and methodically. The researchers collect the information from a representative sample to make conclusions about the data collected from the target population.

Participants

All Kwara State secondary school English language educators were included in the study's population. This study focused on all English language educators working in public and private secondary schools in Ilorin. Schools were categorized based on the three Local Government Areas (Ilorin-East, Ilorin-South, and Ilorin-West). There are 176 secondary schools, with 51 secondary schools in Ilorin-East, 69 in Ilorin-South, and 56 in Ilorin-West Local Government Areas. Twenty schools from each LGA were chosen randomly, making a total of 60. In certain schools with insufficient educators, the available educators were utilized instead of the five teachers chosen from each of the selected schools. Consequently, the sample for this study consisted of 268 English language teachers.

Instrument

A researcher-designed questionnaire with three sections, A, B, and C, was used for this investigation. Demographic information Section A was collected from the respondents, including gender, experience, qualification, and kind of school. The resources used for grammar instruction were the main topic of Section B. Remarks about the sufficiency of the materials used to teach English grammar were contained in Section C. Experts in teacher education, educational assessment, and English education were supplied with the instrument and the study questions and hypotheses to confirm its validity. Based on the suggestions and opinions of the experts, the final text was revised. The instrument's reliability was ascertained using the test-retest approach. To ascertain the instrument's reliability, the English educators in the schools not included in the study's sample

received the instrument twice, separated by three weeks. Pearson's Product Moment Correlation (PPMC) was used to determine a correlation between the two test results. The correlation coefficient came out to be 0.81.

Procedure

Upon visiting the selected schools, the researchers and their assistants obtained authorization from the appropriate authorities in each of the selected schools. The researchers proceeded to educate the participants on the objectives of this study. The retrieved information will be used for this research only and not for any other third-party activity. The researcher gave the English language instructors the instrument, and the research assistants assisted them. Every ethical protocol was followed.

Data Analysis Techniques

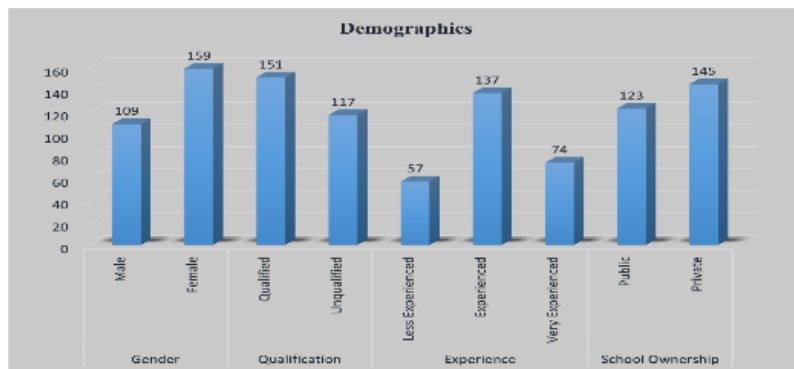
Mean and percentage were selected to answer the research questions raised. The generated hypotheses were tested at the 0.05 significance level using the One-Way Analysis of Variance (ANOVA) and the independent t-test.

Findings and Discussion

Findings

In the figure, of the 268 educators in the sample, 109 (40.7%) were male, and the remaining 159 (59.3%) were females. 117 (43.7%) were not competent to teach English, compared to 151 (56.3%) who were. Among the teachers, 57 (21.3%) had little experience, 137 (51.1%) had some experience, and 74 (27.6%) had a great deal of experience. Finally, 145 (54.1%) of the instructors were employed by private schools and 123 (45.9%) by public schools.

Figure 1
Demographic information of the Respondents



Resources Employed in Teaching Grammar

After gathering and analyzing the responses to the questionnaire’s items about resources for

teaching grammar, mean and standard deviation analyses were performed; the results are shown in Table 1.

Table 1
Various Resources English Language Teachers Employed in Teaching Grammar

S/No.	Resources	Mean	Std. Deviation	Rank
1	Textbooks and Print Materials	64.08	11.35	1 st
2	Audiovisual Aids	21.76	5.35	2 nd
3	Models and Manipulatives	14.44	4.97	3 rd
4	Digital Resources	5.26	2.53	4 th
5	Reference Materials	2.22	1.49	5 th
6	Visual and Performing Arts Tools	0.79	0.41	6 th
7	Educational Games and Simulations	0.64	0.30	7 th
8	Learning Management Systems (LMS)	0.52	0.27	8 th
9	Laboratory Equipment	0.40	0.24	9 th
10	Guest Speakers and Field Trips	0.31	0.18	10 th
11	Adaptive Learning Resources	0.30	0.10	11 th
12	Open Educational Resources (OER)	0.11	0.06	12 th

Table 1 illustrates that the most often utilized resources for teaching English grammar were textbooks and print materials, audiovisual aids, models and manipulatives, and digital resources, with mean scores of 64.08, 21.76, 14.44, and

5.26, respectively. Conversely, the least popular options for teaching English grammar were guest lecturers, adaptive learning tools, and open educational materials.

Resources Employed in Teaching Grammar Adequate

Table 2

Level of Adequacy of the Resources Employed in Teaching Grammar

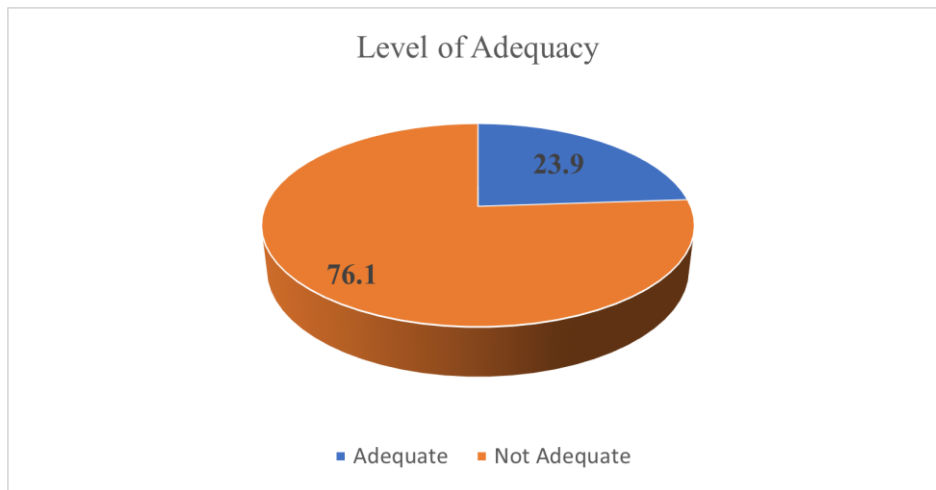
Resources	Frequency	Percentage (%)
Adequate	64	23.9
Not Adequate	204	76.1
Total	268	100.0

According to Table 2, 204 (76.1) respondents feel that the materials used to teach English grammar were inadequate, whereas 64 (23.9%)

say they were adequate. Figure 2 below provides one more illustration.

Figure 2

Level of Adequacy



Research Hypotheses

The independent t-test was used to examine hypotheses 1, 2, and 4, and the One-Way ANOVA was used to test the hypothesis at the 0.05 significance level. The research hypothesis states in H_{01} that there is no statistically significant difference in the resources used for teaching English grammar based on the teacher's gender.

The hypothesis is rejected because Table 3 indicates that the computed sig. (0.03) is less than 0.05 ($df(266)$, $t= 2.13$, $p < 0.05$). It suggests that the resources used to teach grammar by male and female English language instructors in secondary schools varied significantly. The Mean of the two groups was considered to determine where the major difference exists. It shows that female teachers have the higher mean score (102.18) while male teachers have the lower mean score (97.50). It suggests that compared

to their male colleagues, female English language instructors used more instructional resources while teaching grammar. In Ho2,

there is no significant difference in the resources employed by English grammar teachers based on qualification.

Table 3

Resources Used in Grammar Instruction by Male and Female Secondary School English Language Teachers

Variables	N	Mean	Std. Deviation	df	t-value	Sig.	Decision
Male	109	97.50	17.52	266	2.13	0.03	S
Female	159	102.18	17.22				

Table 4

Resources Employed by Qualified and Unqualified Secondary School English Language Educators in Teaching Grammar

Variables	N	Mean	Std. Deviation	df	t-value	Sig.	Decision
Qualified	151	99.19	16.69	266	1.13	0.26	NS
Unqualified	117	101.67	19.03				

Since the computed sig (0.26) is more significant than 0.05, as shown by the results in Table 4. The hypothesis is kept (df(266), t=1.13, p>0.05). It indicates no difference in the grammar instruction resources used by qualified

and untrained English language instructors in senior secondary schools.

In Ho3, there is no statistically significant difference in resources used to teach English grammar based on teachers' experience.

Table 5

Resources Used in the Teaching of Grammar by Secondary School English Language Teachers with varying levels of experience

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	14672.57	2	7336.28	27.96	0.00	S
Within Groups	69532.55	266				
Total	84205.12	268				

Table 5 depicts a value of df(268)= f(27.96), p <0.05. It shows that the resources used to teach grammar by highly experienced, experienced, and less experienced secondary school English language instructors varied significantly. Scheffe

post hoc analysis was performed to determine the location of the significant difference; the results are displayed in Table 6.

Table 6 demonstrates that in subset 2, more experience is the most significant factor, with a

mean score of 107.4818, but in subset 1, experienced and less experienced have the least importance, with mean scores of 93.75 and 91.95), respectively. In Ho4, there is no

significant difference in the resources employed by English grammar teachers based on school type.

Table 6

Scheffe Post Hoc on Resources Employed by Varying Experience of School English Language Teachers in Teaching Grammar

Teaching Experience	N	Subset for alpha = 0.05	
		1	2
Very Experienced	74		107.48
Experienced	57	93.75	
Less Experience	137	91.95	
Sig.		0.78	1.00

Table 7

Resources Used in the Grammar Instruction of English Language Teachers in Public and Private Secondary Schools

Variables	N	Mean	Std. Deviation	df	t-value	Sig.	Decision
Public Schools	123	98.93	19.73	266	1.14	0.25	NS
Private Schools	145	101.41	15.88				

The computed result, df (266) $t = 1.14$, $p > 0.05$, is displayed in Table 7, supporting the hypothesis. It states that there is no discernible difference in the grammar instruction resources used by English language teachers in senior secondary public and private schools.

Discussion

The study's findings indicate that textbooks and print materials, audiovisual aids, models and manipulatives, and digital tools were the most often used resources for teaching English grammar. Teachers may use various materials to meet learning objectives when teaching English grammar. Models and manipulatives provide students with hands-on experience, audiovisual aides add a multimodal aspect, textbooks and print materials offer an organized and thorough

approach, and digital resources introduce contemporary, interactive features to the learning process. Combining these materials or using them separately demonstrates a flexible and well-rounded teaching strategy that meets students' many requirements and preferences in the contemporary classroom. The results of this study are consistent with those of Omuna et al. (2016) and Nurhidayah et al. (2023), who found that textbooks were the most popular instructional resource and positively correlated with learning English. In contrast, e-learning resources may be used as instructional materials to bridge the resource gap for English for Young Learners (EYL) programs, which is currently restricted (Alam-Khan, 2016; Meisani, 2021).

The study's participants also reported that more resources were needed to teach English grammar. Resolving the apparent lack of resources might entail upgrading content, adding more resources, enhancing technology integration, ensuring accessible materials, and offering instructors continual professional development. To improve the general standard of English grammar instruction, regular feedback and communication between educators and educational institutions can assist in identifying and addressing these issues. According to Lee (2019), employing appropriate educational tools helps students improve their analytical and creative thinking capacity and ability to communicate clearly and fully in today's language.

In this study, the materials used to teach grammar by male and female senior secondary school English language instructors differed significantly. It indicates that female English language instructors employed more instructional materials when teaching grammar than their male counterparts. This result might be linked to the idea that female EFL teachers choose a more varied and resource-rich teaching style; they inherently include a wider variety of educational resources in their classes. Because of their physiological restrictions, female teachers could believe that some instructional materials are more successful in helping pupils understand grammatical ideas. In discussing with female respondents, it became clear that they shared educational philosophies that value a dynamic, diverse teaching strategy that uses a range of resources. It is critical to handle these observations delicately and refrain from assuming anything about a teacher's aptitude based only on her gender. This study's results

are consistent with Freire (2018) and Gilbert (2023), who reported that female instructors employ instructional materials more effectively than male teachers.

This study also found no significant distinction in the materials used by trained and untrained English language instructors in senior secondary schools for grammar instruction. This result may be the result of senior secondary schools using a generalized curriculum for English language education, where teachers with and without training may utilize the same materials to achieve the predetermined learning goals. Restricted access to a wide range of educational materials because of financial limits, a lack of institutional support, or poor infrastructure. It may become more challenging to distinguish between untrained teachers and competent teachers or educational institutions if they adapt and exploit materials made by the latter. Similarly, outside variables like mandates for standardized testing or academic regulations may significantly impact the selection of educational materials, causing both groups to use comparable. According to Sanders et al. (2016) and Adelowo and Babatunde (2015), proficient teachers were likelier to use instructional materials successfully and engagingly for their students. On the other hand, teachers with less experience tend to rely more on textbooks and traditional instructional materials (Odutayo, 2023).

The results of this study also demonstrate the considerable differences in the resources that highly experienced, less experienced, and experienced secondary school English language teachers utilized to teach grammar. Additionally, instructors with more expertise demonstrated the most important component in using

instructional materials. More pedagogical repertoire from years of teaching experience may enable highly experienced educators to draw from various educational materials. There is also a chance that more seasoned educators are more adept at customizing their materials to fit their pupils' unique requirements and learning preferences, leading to a greater range of instructional tools. Skilled educators frequently participate in ongoing professional development by going to conferences and seminars where they are introduced to fresh approaches and materials for teaching.

After years of instruction, seasoned teachers may have an impeccable grasp of the best tools for explaining grammatical principles. The results of this investigation contrast with those of Okoji and Olubayo (2021), who found no statistically significant difference in the use of instructional resources while teaching mathematics to elementary school pupils. However, this study supports the findings of Korkmaz and Yurtseven-Avci (2016), who claimed that instructors' experiences affected how they adopted teaching materials, resulting in memorable and engaging training.

Finally, according to this study, there is no appreciable difference in senior secondary public and private school English language teachers' usage of grammar instruction resources. In Nigeria, curricular requirements are frequently followed by public and private schools in comparable ways. Because of this alignment, English language teachers may choose materials for teaching grammar that are likely to accomplish predetermined learning goals. Additionally, given that they are graduates of teacher education programs with comparable protocols, English language instructors in public

and private schools may get training that is comparable to that of their counterparts. This common educational background may influence the selection of resources. This result is consistent with Uko (2020), which found that, depending on the ownership of the school, there is no meaningful relationship between students' academic progress and the accessibility, availability, and utilization of instructional resources.

Conclusion

Higher student learning results are linked to specific resource usage patterns, highlighting the influence of resource selection on the efficacy of English grammar education. The thoughtful selection and application of instructional materials greatly influence the efficient teaching of English grammar. Grammar teachers are more likely to accomplish positive learning results when they use a variety of engaging, technologically enhanced, and contextually appropriate materials. They are also more likely to know their students' different requirements. The focus on resource selection highlights how important it is for teachers to shape their students' experiences and accomplishments regarding English grammar.

Considering the findings, these recommendations have been put forth. Curriculum planners integrate practically oriented resources into the curriculum as they will support instructors' efforts and engage students more. English language teachers should make use of a variety of resources during classroom instruction. In addition, they should read scholarly journals, books, and other relevant research studies to stay current on the latest advancements in using various teaching

resources. They can also stay updated by regularly attending seminars, workshops, in-service training, and other events. Government and policymakers should make funding available to schools, encouraging teachers to use various instructional tools while teaching English grammar. They must plan recurring training sessions covering the most recent developments in using educational materials. School administrators must also try to provide instructors with the support they need while using instructional resources. They must oversee how instructional resources are used in class during the teaching and learning process.

This study's research findings have ramifications that surpass classroom settings, including curriculum development, teacher preparation initiatives, and educational regulations to establish a favorable setting for efficient language teaching. Improving educational practices requires understanding how teacher characteristics affect the selection of materials used in English grammar instruction.

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