A Cross-Sectional Survey on the Availability and Use of Instructional Aids in the Teaching of Ghanaian Language in Senior High Schools

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Abstract: **This cross-sectional study assessed the availability and use of instructional aids in the teaching and learning of Ghanaian languages in Senior High Schools in the Mfantsiman Municipality of Central Region, Ghana. Through a proportionate stratified sampling method, 210 respondents were selected from four public Senior High Schools located in the Mfantsiman Municipality of the Central Region. The respondents included 201 students and 9 instructors. The primary data collection tool used for data gathering was a self-developed questionnaire. Following a descriptive analysis of the quantitative data, it was discovered that visual aids are the most readily available and frequently used instructional aids for the teaching of Ghanaian languages in the selected Senior High Schools within the Mfantsipim Municipality. It was also revealed that instructors of Ghanaian languages seldom utilized audio and audio-visual aids to support their classroom instruction and the reason for this mishap was the insufficiency of such forms of instructional aids. In light of these findings, the study recommended that Ghanaian language instructors, with the assistance of the Ghana Education Service, be equipped with the necessary instructional tools in order to make the teaching and learning of Ghanaian languages an enjoyable experience for students.**

Keywords: **Ghanaian languages, Instructional aids, Language Teaching, Audio Aids, Visual Aids, Audio-Visual Aids**

I. INTRODUCTION

Instructional aids contribute immensely to the efficacy of language instruction. Their primary goal is to make teaching and learning more effective, engaging, and successful. Instructional aids could therefore be considered instructional stimulants because scholars from different academic fields agree that these aids inspire students by making the lesson more engaging (Bradshaw, 2013; Mamman, 2015; Milosevic, 2017). According to Ibrahim (2015), instructional aids assist language teachers in easily achieving their instructional objectives because, with the use of appropriate aids, students are exposed to real-life experiences in the classroom setting; thus, teachers explain new concepts clearly, resulting in a better understanding of the concepts being taught (Tuimur & Chemwei, 2015). In other words, the utilization of suitable instructional aids in every teaching and learning situation aids in the removal of abstractness from teaching (Milosevic, 2017), making teaching a more relevant experience for students (Schomburg, 2003; Ode, 2014; Shabiralyani, et al., 2015).

The utilization of instructional aids in education has received a lot of attention. Researchers from a variety of nations have examined the influence of instructional resource usage on instructional effectiveness (Khan, 2016). The majority of these academicians agree that instructional aids are important determinants of successful teaching and learning. Milosevic (2017), for example, concludes that successful use of instructional tools in language education contributes to students' improvement of written and auditory abilities. As with Milosevic (ibid.), Olagbaju and Popoola (2020) believe that instructional aids such as the language laboratory, charts, and other kinds of teaching aids help to make language education an enjoyable experience for students. Thus, these statements lend weight to the notion that schools that require instructors to make efficient use of instructional aids outperform schools that do not require instructors to utilize instructional aids at all (Adeogun, 2001).

Despite the many educational advantages connected with the use of instructional aids to assist instruction, researchers assert that most Ghanaian schools seldom utilize suitable instructional aids to support teaching and learning (Kwarteng, 2014; Edumadze, 2015; Antwi et al., 2018; Nyamekye et al., 2021). This issue has been ascribed to the inadequacy and lack of essential instructional aids (UNESCO, 2010), as well as instructors' inadequate understanding of the use of some instructional aids such as digital resources (computers, projects, laptops, and so on) (Ibrahim, 2020). Although many studies show that instructional aids are seldom utilized in the majority of Ghanaian schools, little attention has been given to the state of instructional resource usage in language teaching, particularly in the Ghanaian language subject area. The present research, therefore, takes a closer look at this problem by evaluating the availability and usage of instructional aids in the teaching of Ghanaian languages in Senior High Schools (SHSs) located in the Mfantsiman Municipality. This study was therefore guided by the following research questions in order to accomplish the stated research purpose.

i. What instructional aids are available for the teaching of Ghanaian language in SHSs in Mfantsiman Municipality?

ii. What is the frequency of the use of instructional aids in teaching Ghanaian language in SHSs in the Mfantsiman Municipality?

iii. What possible factors limit the use of instructional aids in teaching Ghanaian language in SHSs in the Mfantsiman Municipality?

II. REVIEW OF RELATED LITERATURE

The discussion of related literature in this section covers the conceptualization of instructional resources and their various classifications. After delving into the clarification of concepts related to this study, the section further discusses some empirical studies related to the topics investigated in the study.

2.1 Conceptual Review

Instructional Aids defined

In a wider sense, instructional aids relate to a variety of educational materials that instructors utilize in the classroom to facilitate teaching and learning (Lewis, 2013). According to Anigbogu (2012), an instructional resource is any item or equipment that assists the instructor in presenting skills and information to a student. Similarly, Remillard and Heck (2014) defined instructional aids as equipment or materials that are used to organize and support teaching. These resources include textbooks, markers, projectors, activities, and supplemental materials. In line with the above definitions, the term "instructional aids" will be used in this paper to refer to any educational materials utilized to complement the efforts of instructors in the classroom.

Forms of Instructional Aids

The National Council for Educational Research and Training (NCERT) (2005) distinguishes three types of instructional aids. These are audio aids, visual aids, and audio-visual aids.

Audio Aids: These are items or technologies that stimulate the auditory senses, thus assisting people in learning via listening. They include recording materials, radios, cassette players, and cassettes, all of which are relatively inexpensive and can be utilized by the language instructor to significantly enhance the effectiveness and interest of students. Audio aids enhance the visual aids' lifelike quality. Radios, tape recorders, and speakers are all examples of audio aids.

Visual Aids: These aids are designed specifically to appeal to the visual sense and therefore assist learners in learning via observation. Visual aids such as charts, images, diagrams, cartoons, and presentations help communicate ideas that are difficult to express verbally. These may be hung on message boards or walls and seen for an extended length of time after the lesson is over. Visuals elicit emotional reactions that contribute to the development of desirable attitudes. Visual aids are used to help students focus and retain information. According to research, a student recalls 20% of what they hear and 30% of what they see (Shabiralyani et al. 2015). The chalkboard is notable among visual aids as it is probably the most commonly utilized and easily accessible visual aid in classrooms. It is accessible in all classrooms. Additional visual tools include flannel boards, flashcards, photographs, and textbooks.

Audio-Visual Aids: These are devices that need both the auditory and visual senses. It enables pupils to make use of their auditory and visual faculties in order to choose the most beneficial learning experiences. Students learn best when audio-visual tools appeal to both their visual and auditory senses simultaneously. According to research, individuals retain 10% of what they read and 20% of what they hear, but about 50% of what they see, hear, and do concurrently (Cuban as cited in Shabiralyani et al., 2015). Audio-visual aids assist in clarifying or simplifying a topic or lesson, and they may also encourage pupils to grasp the subject content (Idris et al., 2018). The videotape recorder, television, films/motion pictures, slides, overhead projectors, multimedia projectors, and computers are all examples of audio-visual tools used by language instructors.

Apart from NCERT's (2005) categorization of instructional aids, Rosemary, Blessing, Abel, and Nzewuihe (2011) introduced another dimension to the classification of instructional aids. Their classification is based on the degree of expertise/technical skills needed for production, the nature of the material, the physiological parameter or sensory modality, the manufacturing site, and other characteristics. These include projected or electronic materials, non-projected materials, and phenomenal or manipulating materials.

Projected or electronic materials: These are visual, audio, or audio-visual media that need projection and electricity to be used in teaching and learning settings. These include tape recorders, radios, slide projectors, overhead projectors, cassette/video disc players, and computer instructional systems.

Non-projected Materials: They include materials that do not need any kind of projection to be used (Anyawu, as Rosemary et al. 2011). They include chalkboards, flip charts, specimens, and models, as well as textual and non-textual resources. Textual resources include textbooks, journals, magazines, and newspapers, whereas non-textual materials include charts, chalkboards, films, videotapes, and audiotapes, among others.

Phenomenal and Manipulative Materials: These are materials that facilitate the teaching and learning of moral ideals and cultural activities. Phenomena are educational circumstances such as features, resource persons, and other community resources that the learner perceives immediately via direct interaction with experience. On the other hand, manipulative materials are those instructional aids that the learner manipulates effectively and expertly in order to affect the intended behavioural changes. Some of these tools are fraction bars, protractors, interlocking cubes, etc.

II.1   Empirical Review

This section is a review of empirical studies that are relevant to this research. The sub-headings include the availability and usage of instructional aids, their frequency of use, and the variables that influence their use.

The Availability and Use of Instructional Aids in Teaching and Learning

Per the reviewed research on the availability and use of instructional aids in education, instructional aids are usually insufficient, particularly in the educational systems of the majority of developing countries. According to these studies, visual aids are the most regularly utilized instructional tools by instructors throughout the teaching process. This means that instructors use fewer or no audio or visual aids during teaching. Among these studies, Anigbogu (2012) is noteworthy for its examination of the availability, use, and improvisation of instructional aids for teaching English in Nigerian public schools. The research included all public school teachers in Imo State's Owerri North Local Government Area. This research found that instructional aids are insufficient in most schools for the teaching and learning of English. Additionally, it showed that instructors do not even utilize the limited resources provided.

In the Ghanaian context, Vida (2020), explored the utilization of instructional aids and the challenges teachers face in their usage in the Akropong Circuit of Ghana's Atwima Nwabiagya District. The goal was to find out how instructors utilize instructional aids and the difficulties they face while doing so. The research technique used was a mixed-method approach. The population was made up of teachers and principals from the district's 7 junior high schools. The sample size was 71 participants, including instructors and principals from the seven schools. Data was gathered via the use of questionnaires and interviews. Descriptive analysis statistics such as percentages and frequencies were used to analyze the gathered data. The research discovered that visual aids (particularly printed materials) were the most often utilized teaching tools in schools. Teachers at the school used mainly text in their different classes, with no audio or audio-visual assistance. It was also reported that teaching resources were insufficient in these institutions.

Frequency of the Use of Instructional Aids in Teaching

Per the findings of the literature survey on the frequency with which instructional aids are utilized, basic instructional aids such as chalkboards, chalk, and charts were found to be the predominantly used materials by instructors in the classroom. Due to insufficiency and unavailability, teachers were unable to utilize additional tools on a regular basis. For instance, Oppong (2021) conducted a study on the importance of instructional aids and interaction as a quality-improvement tool in early childhood education. The research comprised 12 early childhood instructors and 12 school

principals from Ghana's Agona East District. According to the findings of the research, there were limited instructional aids accessible for teaching and learning. The study's findings showed that existing instructional aids were not permitted to be utilized by learners and were often pinned to the classroom walls for reference by teachers due to insufficiency. Nonetheless, the limited resources that were accessible, such as textbooks, charts, chalkboards, and maps, were often utilized by instructors in their different lessons, making accessibility to the available instructional tools a bit worrisome.

Shodh (2016) also examined the usage of instructional aids in Indian elementary schools. The research was restricted to 40 instructors from eight urban schools. For data collection, the researchers used an observation checklist, a questionnaire, and an interview schedule. From the research, the most frequent instructional aids utilized by instructors while instructing were chalk, blackboards, maps, and charts. Models, globes, and atlases were also utilized as teaching materials. The research also found that audio-visual assistance was seldom used. Additionally, the research showed that educational materials such as maps, charts, globes, atlases, models, flashcards, graphics, and images were accessible. According to the findings of the study, educational materials were partially accessible, but instructors were not encouraging their use in their classrooms. It could, therefore, be concluded that in the African context, teachers have not fully developed the habit of using available teaching tools to aid their instructional activities.

Factors Affecting the Effective Use of Instructional Aids

With respect to the previous literature on variables influencing the use of instructional aids, it could be inferred that teachers' lack of necessary skills, the inadequacy of instructional tools, reluctance on the part of teachers, and the high cost of obtaining instructional aids are the most prominent factors that influence instructors' use of instructional aids in the classroom. Some of these issues are evident in Wamalwa's (2016) study that investigated the use of instructional aids to improve students' English learning in Kenya. This research looked at 30 schools in the Bungoma North area. The study's results revealed that language students are more motivated and have a better understanding of ideas. Nonetheless, unavailability of the needed tools, teachers' lack of necessary abilities to apply these materials, and their reluctance to utilize these materials during the instructional interaction were all significant factors influencing the successful utilization of instructional aids in the classroom. Similarly, Tchordie (2017) found that one of the most significant difficulties instructors encounter is the lack of instructional aids, as well as the high expense of obtaining these tools in order to make learning successful.

III.   METHODOLOGY

The study adopted a cross-sectional survey design. It took into consideration 210 participants, comprising 9

teachers and 201 students of Ghanaian languages from SHSs situated in the Mfantsiman Municipality of Central Region, Ghana. This sample was drawn from a total of 428 students and 9 teachers in the municipality. To obtain this sample, the proportionate sample technique was adopted. With this sampling technique, the researchers selected research participants (from 4 SHSs) by determining a number relative to the entire population.

Considering the nature of this survey research, the research tool that was considered appropriate for the study was a questionnaire. The questionnaire was a self-developed type which was categorised into four sections. Section A of the questionnaire was designed to elicit demographic data from the respondents, while section B was a series of questions constructed to elicit data on the instructional aids available for teaching Ghanaian languages. Section C, designed to gather data on the frequency at which teachers use the available instructional aids to aid in the delivery of their lessons, had a 4-point Likert-scale item ranging from *Never* to *Always*. The final section (D), on the other hand, elicited data on factors perceived as hindrances to the effective use of instructional aids in the teaching and learning of Ghanaian languages. The responses on section (D) were measured on a 5-Point Likert scale ranging from Strongly Disagree (SD) to Strongly Agree (SA).

To ensure the reliability of the Likert scale items, Cronbach's alpha was run to examine the internal consistency of the items. The overall co-efficient of the Cronbach's alpha was .78, which concurs with the general rule of thumb in determining the internal consistency of items.

Analysis of the gathered data was aided with the Statistical Package for Social Sciences (SPSS) version 25.0. Particularly, all the research questions were analysed by computing the percentages of participants' responses.

IV.   RESULTS AND DISCUSSION

4.1 Background Information of the Respondents

Table 1: Background information of the Teachers

Variable	Sub-scale	N (%)
Teachers	Male	5 (55.6)
	Female	4 (44.4)
Students	Male	87 (43.3)
	Female	114 (56.7)

Source: Field Data, 2021

Table 1 shows the background information of Ghanaian Language teachers and students in the Mfantsiman Municipality. The results presented here show that male teachers outnumbered female teachers. With regards to the background information of students, out of the total respondents of 201, 87 respondents representing 43.3%

responded that they are males whilst 114 representing 56.7% responded in the alternative that they are females.

4.2 Findings

Research Question 1: What instructional aids are available for the teaching of Ghanaian language in SHSs in the Mfantsiman Municipality?

The objective of this research question was to assess the forms of instructional aids available for the teaching of the Ghanaian language in the Mfantsiman Municipality. Analysis of the data gathered was done by computing the frequencies and percentages of the responses of both the teachers and students. The results for teachers and students are presented in Table 2 and Table 3 respectively.

Table 2: Teachers' responses to available instructional aids for the teaching and learning of the Ghanaian language

Instructional aids	YES N (%)	NO N (%)
Audio tapes	0 (0)	9(100)
Tape recorder	0 (0)	9(100)
Language lab	3 (33.3)	6 (66.7)
Flash cards	0 (0)	9 (100)
Textbooks	9(100)	0 (0)
Realia	6 (66.7)	3 (33.3)
Blackboard	0 (0)	9 (100)
Whiteboard	9 (100)	0 (0)
Charts	6 (66.7)	3 (33.3)
Maps	9 (100)	0 (0)
Graphs	4 (44.4)	5 (55.6)
Dictionary	9 (100)	0 (0)
Newspaper	9 (100)	0 (0)
Television	9 (100)	0 (0)
Projector	3 (33.3)	7 (76.7)
Computers	9 (100)	0 (0)
Films	0 (0)	9 (100)

Source: Field Data, 2021

The results from the table indicate that teachers from the four public Senior High Schools in the Municipality agreed they have textbooks, whiteboards, maps, dictionaries, newspapers, computers and television. Also, 66.7% of the teachers agreed that materials like realia and charts were available for the teaching of the Ghanaian language. However, the majority of the respondents confirmed that audiotapes, tape recorders, flashcards, blackboards, films, graphs, and language laboratory materials were not available for the teaching and learning of the Ghanaian language in their schools. The responses in this regard are as follows: 5 respondents representing 55.6% disagreed with the availability of graphs, 76.7% disagreed with the availability of language laboratories, 76.7% said projectors were not

available, and 100% said audiotapes, films, tape recorders, blackboards, and flashcards were not available.

Table 3: Students' responses to the availability of instructional aids

Instructional aids	YES N (%)	NO N (%)
Audio tapes	14 (7.0)	187 (93.0)
Tape recorder	17 (8.5)	184 (91.5)
Language lab	24 (11.9)	177 (88.1)
Flash cards	12 (6.0)	189 (94.0)
Textbooks	169(84.1)	32 (15.9)
Realia	129(64.2)	72 (35.8)
Blackboard	3 (1.5)	198 (98.5)
Whiteboard	201(100)	0 (0)
Charts	185 (92)	16 (8)
Maps	173 (86.1)	28 (13.9)
Graphs	98 (48.8)	103 (51.2)
Dictionary	189(94.0)	12 (6.0)
Newspaper	118 (58.7)	83 (41.3)
Television	174 (86.6)	27 (13.4)
Projector	94(46.8)	107 (53.2)
Computers	189(94.0)	12 (6.0)
Films	23 (11.4)	178 (88.6)

Source: Field Data, 2021

The responses of the majority of the students also lend weight to the teachers' revelation that textbooks, realia, whiteboards, charts, maps, dictionaries, television and newspapers are available in their school. In line with the responses of the teachers, the majority of the students confirmed that the following materials were not available for the teaching and learning of Ghanaian languages in their schools: audiotapes, tape recorders, flashcards, blackboard, projectors and films, graphs and language laboratory. Responses in this regard are as follows: 187 respondents, representing 93%, said audio tapes are not available. 184 respondents, representing 91.5%, disagreed with the availability of tape recorders. Also, a majority of students (88.1%) declared they lack a language lab, while 94% declared that they lack flashcards. The analysis also revealed that 51.2% of respondents indicated that graphs are not available, 53.2% disagreed with the availability of projectors, and 88.6% said films are not available in their schools.

Responses from both teachers and students indicate that the majority of the instructional aids that are available in their schools are visual aids (textbooks, realia, whiteboards, dictionaries, newspapers, and charts). This implies that audio-visual aids like televisions, computers, and projectors are scarce; hence, most senior high schools in the Mfantsipim municipality do not have adequate instructional aids in their schools to facilitate effective teaching and learning in the classroom. This revelation corroborates the findings of Vida (2020) that the available instructional aids in most schools in Ghana are predominantly visual. Similarly, the findings also indicated the availability of audio-visual aids like televisions, computers, and projectors.

Research Question 2: What is the frequency of the use of instructional aids in teaching Ghanaian languages in SHSs in the Mfantsiman Municipality?

Research question two sought to examine how frequent teachers of Ghanaian languages use the available instructional tools during the execution of their instructional duties. To achieve this, the data were analysed by computing the frequencies and percentages of the Likert scale responses of both the teachers and the students. The results from both the teachers and students are presented in Tables 4 and 5 respectively.

Table 4: Teachers' responses to the frequency of use of the available instructional aids in Mfantsiman Municipality

Instructional Aids	NEVER N (%)	RARELY N (%)	OFTEN N (%)	ALWAYS N (%)
Audio tapes	9 (100)	0 (0)	0 (0)	0 (0)
Tape recorder	9 (100)	0 (0)	0 (0)	0 (0)
Language lab	6 (66.7)	1 (11.1)	2 (22.2)	0 (0)
Flash cards	9 (100)	0 (0)	0 (0)	0 (0)
Textbooks	0 (0)	0 (0)	5 (55.6)	4 (44.4)
Realia	1 (11.1)	4 (55.8)	3 (33.3)	0 (0)
Whiteboard	0 (0)	0 (0)	0 (0)	9 (100)
Charts	2 (22.2)	5(55.6)	2 (22.2)	0 (0)
Maps	5 (55.6)	4 (44.4)	0 (0)	0 (0)
Graphs	9 (100)	0 (0)	0 (0)	0 (0)
Dictionary	0 (0)	4 (44.4)	5 (55.6)	0 (0)
Newspaper	3 (33.3)	6 (66.7)	0 (0)	0 (0)
Television	6 (66.7)	3 (33.3)	0 (0)	0 (0)
Projector	8 (88.9)	1 (11.1)	0 (0)	0 (0)
Computers	5 (55.6)	2 (22.2)	2 (22.2)	0 (0)
Films	9 (100)	0 (0)	0 (0)	0 (0)

Source: Field Data, 2021.

It is evident from the table that all the 9 (100%) teachers never used audiotapes, tape recorders, flashcards, graphs and films. Also, 8 (88.9%) of the teachers declare that they have never used a projector in teaching the Ghanaian language, while 5 (55.6%) and 6 (66.7%) of the teachers declare that they have never used computers or television respectively. With respect to the use of the language laboratory, 6 (66.7%) also affirmed that they have never made use of it, while a very low number of teachers (2) indicated that they often visit their lab for their language lessons. Per the trend of responses, it is clear that the barely used forms of instructional aids are the sophisticated forms that make learning relatively appealing to students.

The most frequently used instructional aids in the teaching of the Ghanaian language, however, are textbooks, dictionaries, and whiteboards. The table shows that 5 (55.6%) teachers indicated that they often used these instructional aids,

while 4 (44.4%) responded always. Also, 9 (100%) of the teachers indicated that they always used the whiteboard in the teaching and learning of the Ghanaian language, whereas 5 (55.6%) teachers indicated they often used a dictionary to aid the Ghanaian language instruction. It is, hence, obvious that in the teaching and learning of the Ghanaian language, teachers are fond of adopting traditional teaching aids, most of which are visual aids.

Table 5: Students' responses to the frequency of use of the available instructional aids in Mfantsiman Municipality

Instructional aids	NEVER N (%)	RARELY N (%)	OFTEN N (%)	ALWAYS N (%)
Audio tapes	189 (94.0)	9 (4.5)	3 (1.5)	0 (0)
Tape recorder	174 (86.6)	27 (13.4)	0 (0)	0 (0)
Language lab	188 (93.5)	13 (6.5)	0 (0)	0 (0)
Flash cards	197 (98.0)	3 (1.5)	1 (0.5)	0 (0)
Textbooks	0 (0)	26 (12.9)	73 (36.3)	102 (50.7)
Realia	24 (11.9)	68 (33.8)	107 (53.2)	2 (1.0)
Whiteboard	0 (0)	3 (1.5)	11 (5.5)	187 (93.0)
Charts	120 (59.7)	64 (31.8)	17 (8.5)	0 (0)
Maps	179 (89.1)	22 (10.9)	0 (0)	0 (0)
Graphs	177 (88.1)	23 (11.4)	1 (0.5)	0 (0)
Dictionary	98 (48.8)	61 (30.3)	42 (20.9)	0 (0)
Newspaper	115 (57.2)	40 (19.9)	46 (22.9)	0 (0)
Television	132 (65.7)	62 (30.8)	7 (3.5)	0 (0)
Projector	184 (91.5)	16 (8.0)	1 (0.5)	0 (0)
Computers	94 (46.8)	86 (42.8)	21 (10.4)	0 (0)
Films	196 (95.5)	3 (1.5)	2 (1.0)	0 (0)

Source: Field Data, 2021.

As with the teachers' responses on the frequency of the use of instructional aids in Ghanaian language teaching, the majority of Ghanaian language students who participated in this survey confirmed that teachers never used audio and audio-visual resources to facilitate Ghanaian language instruction. Table 5 throws more light on this fact because 189 (94.0%), 174 (86.6%), 188 (93.5%), 197 (98.0), 132 (65.7), 184 (91.5%), and 196 (95.5%) of the students declared that in the course of instruction, their teachers have never used audio tapes, tape recorders, language labs, flash cards, television, projectors, or films, respectively.

Also, in line with the declarations of the teachers, students concur that the frequently used teaching and learning materials in Ghanaian language lessons are use textbooks and whiteboards and realia. Given the results presented in table 5, it could be inferred that a relatively small number of these instructional aids are used by Ghanaian language teachers during the teaching and learning process. The respondents indicated the extensive use of materials like textbooks and whiteboards while modern aids like projectors, computers and television were rarely used in the teaching and learning process.

Research Question Three: What possible factors hinder the effective use of instructional aids by teachers of Ghanaian languages in the Mfantsiman Municipality?

As regards the finding shown in research question two, this particular research question aimed to examine factors that affect the effective use of instructional aids by teachers of Ghanaian languages in the Mfantsiman Municipality. Responses were measured on a five-point Likert scale of disagreement. These responses were analysed by computing the frequencies and percentages as presented in Table 6.

Table 6: Teachers' responses on factors that affect the effective use of instructional aids

Statement	SA	A	N	D	SD
The school does not have the necessary teaching aids.	3 (33.3)	5 (55.6)	0 (0)	1 (11.1)	0 (0)
The available teaching aids in the school are inadequate.	8 (88.9)	1 (11.1)	0 (0)	0 (0)	0 (0)
I don't have the requisite knowledge to operate digital resources	0 (0)	0 (0)	0 (0)	3 (33.3)	6 (66.7)
The allocated time for instruction is so short for me to use the necessary teaching aids.	0 (0)	2 (22.2)	1 (11.1)	4 (44.5)	2 (22.2)
Technical issues like electricity supply interrupts the use of some Instructional aids	0 (0)	2 (22.2)	1 (11.1)	5 (55.6)	1 (11.1)
The teaching methods I use for instruction makes it difficult for me to use the appropriate teaching aids.	0 (0)	1 (11.1)	1 (11.1)	5 (55.6)	2 (22.2)
Introducing proper Instructional aids in class slows teaching and learning.	0 (0)	0 (0)	1 (11.1)	3 (33.3)	5 (55.6)

Source: Field Data, 2021

The results in Table 6 show the factors that affect the effective use of instructional aids by Ghanaian language teachers in the Mfantsiman Municipality. It indicates that the schools do not have the necessary teaching aids to ensure effective teaching. In particular, the majority (88.9%) of the teachers agree that the available materials are inadequate. Factors such as limited time for instruction, choice of teaching methods, and technical issues like power interruptions were somewhat not perceived as significant factors that affect the effective incorporation of instructional aids in the teaching and learning of Ghanaian languages. Most importantly, teachers perceived themselves as competent enough to operate all instructional aids. Thus, the major factor which is prominent with regard to the issue under discussion is the scarcity of instructional aids. These new insights into factors affecting the use of instructional aids are in concordance with

the findings of Samuel (2021) and Tchordie (2017), who also affirm the stance that the ineffective incorporation of instructional aids into teaching is a result of the inadequacy and unavailability of instructional aids in some Ghanaian schools.

V.   CONCLUSIONS

The research has discovered that the most readily accessible and commonly utilized instructional aids for language education in the Mfansiman Municipality are traditional teaching and learning tools (visual aids). As a result, it could be inferred that Ghanaian language instructors and students have limited access to effective and modernized instructional aids capable of making language teaching and learning an amazing experience. While research has shown that instructional aids are critical components of education, Ghanaian language instructors seldom integrate instructional aids into their courses owing to a lack of adequate instructional aids.

Given this, the study suggests that the Ghana Education Service provide adequate audio and audio-visual materials to teachers of Ghanaian languages and other areas of language instruction in order to improve teaching and learning. Additionally, instructors should cultivate the practice of supplementing their teaching responsibilities with accessible materials. In summation, if these suggestions are implemented, teaching and learning Ghanaian languages will become more engaging, and as a result, the academic performance of Ghanaian language students would substantially improve.

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