

TEACHER PROFESSIONAL QUALITIES AND INSTRUCTIONAL STRATEGIES' IMPACT ON ACADEMIC PERFORMANCE IN IGBO AMONG UPPER BASIC STUDENTS IN EDUCATION DISTRICT IV, LAGOS STATE, NIGERIA

By

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Abstract

The increasing demand and ever-dynamic nature for modernization of both the oral and written forms of language in response to the challenges of globalization place a herculean task on the qualities of the contemporary teachers of Nigerian languages (Igbo inclusive) who still use traditional instructional materials in their pedagogic functions. This study is an attempt to find out through experimental and survey research designs, the impact of qualifications and ICT skills competencies of the Igbo language teachers on the academic performance of the 21st century Upper Basic students learning Igbo. A total of 249 Upper Basic students and their 20 Igbo language teachers were purposively selected for the study from secondary schools in Education District IV, Lagos State, Nigeria. Two separate questionnaires of a Likert scale type were administered to the sampled participants. Data collected were analyzed using percentages and frequency counts. Findings showed that teachers have good qualities because they acquire the necessary knowledge and skills during their training, but they still use the teacher-centered mode of instruction. It was found that they still exhibit poor ICT skills and competencies. Thus, they do not use good and modern technological teaching methods during classroom instruction. Thus, students' academic achievement in Igbo is influenced negatively. The study findings among others entail that conventional and individualized methods of instruction rank high as the prevalent instructional strategies adopted by the Igbo language teachers during classroom instruction at Upper Basic levels and there is no significant impact of teacher professional qualifications on the academic achievement of Upper Basic students in the Igbo language. Recommendations were made which include that teachers should be trained in the use of computer-assisted language learning application packages for classroom instruction through workshops, seminars and induction courses; and that the Igbo language teachers need intensive training in computer applications that can assist them to prepare and produce electronic teaching and instructional materials for the 21st century Igbo learners. This would offer them the opportunity to use the computerized method more intensively and more frequently to meet the required standard of the globalized era as stipulated by UNESCO. Hence, students' academic performances in Igbo would also be influenced positively.

Keywords: ICT skills competence; Teachers' qualities; the Igbo language students; improved performance; Academic performance.

Introduction

Teaching which entails a deliberate act of a person - who is usually referred to as a teacher - to share the meaning of subject matter with the students, is dynamically interactive and the emphasis always lies on the clarification of the meaning of subject matter and not on imparting a discrete set of disjointed facts and information. Teaching is a legally recognized profession in Nigeria. This was stipulated in the National Policy on Education by the Federal Government of Nigeria (FGN, 2004) to express their belief in teacher education where it officially commits itself in the following words 'since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development'. Nneji (2007) also supports that the quality of education in Nigeria has been placed on teacher's doorstep. This implies that teachers could be held responsible for the quality of education in the country.

Thus, the acts of a teacher are categorized under three major headings: logical acts, strategic acts and institutional acts (Esiobu, 2009). Logical acts which form the crux of this study focus on the teacher and the subject matter. They are the intellectual acts of a teacher which comprise thinking and reasoning within the context of the subject matter. They are also referred to as the intellectual acts of a teacher that comprise thinking and reasoning within the context of the subject matter. Hence, the quality success of every teaching in any forum is primarily dependent on the competence and quality of teaching; and mastery of the content or subject matter.

In this context, teacher professional qualifications concerning the performances of students are examined. Oguntoye (1992) cited in Oshionebo (2011) points out that the quality of teachers are pre-requisite to the quality of students' performance. Adeshina (1980) cited in Oshionebo (op.cit.) also warned that students with less exposure to qualified teachers are not likely to achieve high academic success. Stipek (2006) supported this when concluded that there seems to be a consensus that the quality of teachers would enhance the student's learning outcomes.

In 21st century classroom instruction (Igbo inclusive), the modern conception of teaching is no longer adequately considered to be mere mastery of the content because this no longer guarantees effective teaching and learning. Rather, the educational system should be restructured to produce teachers who are competent in their areas of specialization and educational principles. It is only teachers of high quality that can satisfy these requirements (Ogoro, 2000). During teaching and learning, the major concern of learners and teachers is to acquire what is considered to be knowledge. The responsibility of imparting knowledge revolves around the teachers who plan, organize and implement the teaching and learning processes. In the teaching and learning process, both the teacher and the learner must be active. The learner learns through some activities while the teacher does all that is considered necessary to make learning possible.

Indigenous Nigerian languages help to promote peace, love, and harmony which are also facts for sustainable growth and development of the society. Hence, indigenous language teaching and learning in Nigeria has been emphasized by both educators as well as public stakeholders. The Igbo language is the study of the language, culture, morals and values of the Igbo people of South-East Nigeria. The teaching of the subject provides an understanding of the structures and cultures of the Igbo. It gives the learners the ability to acquire the attributes needed for the communicative and linguistic competencies which will help them to communicate, interact and live with the Igbo

people. The objectives of the Upper Basic Students as contained in FGN (2009) are designed to enable the learners to reason and make functional use of the language.

Hence, effective Igbo language teachers are expected to guard themselves with theoretical and practical knowledge, process skills, and competencies about what teaching is especially as pertaining to Igbo. This implies that teachers' perception of the Igbo language as a discipline, as well as their perception of teaching and learning of Igbo, is very critical for effective teaching and learning of Igbo among the students. The teachers must also take cognizance of the diversity of students and their contexts (Esiobu, 2018, p. 14-15). Students' conceptual and academic performance in Igbo can be attributed to their pre-instructional experiences and conceptions long before they are presented with the concept in the Igbo language classroom. To attain these objectives, the Igbo language teachers must possess meaningful and adequate classroom practices needed for the exposition of the contents. Such practices include communicative style, assessment of students (evaluation) through questioning, use of instructional materials and time management (Kareem and Ige, 2016, 447-468). It therefore becomes very important that teachers display competence for the students to learn Nigerian indigenous languages (especially the Igbo language and culture) in schools and perform excellently in them.

Appropriate strategies for accomplishing learning tasks vary depending on the desired outcomes and structure of the domain. In all areas of the curriculum, researchers recommend that students should be taught adequate strategies for taking control of their thinking (Donovan & Bransford, 2005; Schunk & Zimmerman, 1997). To shift beyond the level of routine practices and approaches prevalent in classroom situations, approaches of teaching with dynamism, deliberation, systematic appraisal, continuous examination and evaluation of classroom processes were suggested (Ferraro, 2000; Ogonor & Badmus, 2006; Kareem & Ige, 2016). Again, Posteguillo and Palmer (2000) observed that the acquisition of knowledge by teachers is very paramount in classroom practices. Hence, efforts in the qualities (professional development and years of teaching experience) of the Igbo language teachers have been primarily based on the acquisition of knowledge and pedagogical skills to be used during classroom practices, to help the students learn and improve their academic performance. This is because improving what teachers do in the classroom is likely to influence students' learning and academic performance positively.

Problem Statement

The NPE clearly articulates the importance attached to the teacher factor in affirming that 'no education system can rise above the quality of its teachers'. One of the goals of teacher education therefore shall be to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions. However, inadequate classroom strategies and practices are being exhibited repeatedly among the teachers. Olofinnyi and Fashiku (2012) also revealed that the monotonous and routine method of classroom practices is prevalent among many teachers. The purposes for employing strategies for classroom teaching and learning include the need to comprehend, compose, problem solve, remember, reason, evaluate, and decode. It was concluded that students who have been taught appropriate strategies for accomplishing these purposes have a distinct advantage over the uninstructed (Pressley, Graham, & Harris, 2006; Torgesen, 2004). Neglecting to teach with appropriate strategies for accomplishing classroom tasks is a serious oversight, for it is realized that the most successful learners are also the

ones who can, and were taught using many different strategies (Bransford, Brown, & Cocking, 2000; Trabasso & Bouchard, 2002). Duffy (2002) thought that using adequate strategies put students in control of their mental processes and would be in students' best interest if teachers in all areas of the curriculum taught with appropriate strategies. Also, Poor use or no use of instructional materials in the classroom which motivates the students to integrate and comprehend the knowledge and improve on their academic performance in the subject being taught (Nigerian Indigenous languages inclusive).

Unprofessionalism and incompetence of the Igbo language teachers while teaching also result in poor academic performances of the students. That is, most teachers are not qualified to handle the teaching of the Igbo language and culture to secondary school students (Okudo, 2016). These result in the unsatisfactory achievement of students in Igbo examinations (Okodo, 2012; Omeje, 2009; Ohiri-Aniche, 2003). WAEC (2012) revealed that the student's academic performances in the Igbo language especially in national examinations (e.g. West African Examinations Council (WAEC) and National Examinations Council (NECO) or any standardized tests have been far from satisfactory. The study on the impact of teacher professional quality and competencies becomes very paramount. Based on the above, this study therefore examined the impact of teacher professional qualifications and instructional strategies on the academic achievement in Igbo among the Upper Basic students in Education District IV, Lagos State, Nigeria.

Purpose of the Study

The purpose of this study is to ascertain the impact of teacher professional qualifications and instructional strategies on the academic achievement in Igbo among the Upper Basic students in Education District IV, Lagos State, Nigeria. Other objectives of the study are:

- i) To ascertain the impact of teachers' professional qualification on the academic achievement in Igbo among Upper Basic students in Education District IV, Lagos State.
- ii) To determine the impact of teachers' instructional strategies on the academic achievement in Igbo among the Upper Basic students in Education District IV, Lagos State.
- iii) To investigate the prevalent instructional strategies in teaching Igbo at the Upper Basic level in Education District IV, Lagos State.

Research Questions

Based on the objectives above, the study sought answers to the following questions:

- 1 To what extent does the teachers' professional qualification influence the academic performance in the Igbo language among Upper Basic students in Education District IV, Lagos State?
- 2 To what extent do teachers' instructional strategies influence the academic performance of Igbo among JSS students in Education District IV, Lagos State?
- 3 What are the prevalent instructional strategies in teaching Igbo at the Upper Basic level in Education District IV, Lagos State?

Null Hypothesis

This study was also guided by this null hypothesis which stated:

H₀₁: There is no significant impact of teachers' instructional strategies on the academic achievement in Igbo among the Upper Basic students in Education District IV, Lagos State.

Significance of the Study

The study would be of great importance to curriculum developers and evaluators for further research to be carried out. It would be of immense benefit to school authorities in teacher selection, and to teachers in valuing their profession and developing their teaching abilities and also the adequate profession of teacher qualities.

Methodology

Survey design and the pre-post-test control group quasi-experimental designs were used for the study. The survey is used for baseline information concerning the prevalent instructional strategies in teaching the Igbo language at Upper Basic levels. The quasi-experimental design was used to assess the impact of the student-centred instructional strategy. This was exhibited by using the already developed and validated computer-assisted language learning package named Igbo Language Learning Multimedia (ILLUMUPac) on the academic achievement of Upper Basic students in Igbo in Education District IV, Lagos State, Nigeria (Okudo, op.cit.). The study also investigates the impact of the observed teacher's professional qualifications on the academic achievement of the Upper Basic students in Igbo.

Population of the Study

The population of the study comprised the Upper Basic students in the metropolis of Lagos State, Nigeria. This population comprised all the students enrolled for the 2018/2019 academic session who were studying the Igbo language and culture.

Sample and Sampling Technique

Two hundred and forty – nine (249) Upper Basic students both male and female studying Igbo were purposively selected. Twenty Igbo language teachers were also selected for the study. All the participants were involved in the survey. Purposive sampling technique was used to select three schools from Lagos Education District IV for the study. The rationale is based on the fact that not all government-owned secondary schools offer Igbo as well as computer education at the Upper Basic level. All the Igbo language teachers in the Lagos Education District IV constituted teacher respondents to the teacher survey instrument. One hundred and twelve (112) students from intact classrooms were assigned to the control group while another one hundred and thirty-seven (137) students from another three intact classrooms were assigned to the experimental group, bringing the total sample to two hundred and forty – nine (249) students.

Pre – and Post Igbo Language Achievement Tests were used also to gather information on students' academic achievements in the Igbo language. It is a 40-item assessment test adapted and partly modified from the past questions of junior secondary school certificate examination (JSSCE) relevant to the selected topics. The test instrument served as a pre-test for ascertaining the initial achievement level of the participants in the two groups while the post-test was used for assessing the impact of student-centred instructional strategy (by using the CALL intervention package i.e. Igbo Language Learning Multimedia Package (ILLMuPac) on the academic achievement in Igbo of the experimental group. The treatment lasted for ten weeks, after which all the participants were given a post-test. All the participants in the experimental and control groups were provided with hard copies of the test instrument to enable them to respond to the questions.

Questionnaires were also used as instruments for data collection. Some of the information required of teachers includes their sex, years of service and academic qualifications. A questionnaire titled 'Teacher Variables and Academic Performance Questionnaire (TVAPQ)' was used for the baseline data collection. It sought their responses on the prevalent instructional strategies being used during the Igbo language classroom instruction

Data Collection Procedures

With the permission of the school authorities, the questionnaires were administered to the respondents with the assistance of the research assistants trained to administer the questionnaires. The researcher solicited the assistance and support of their Igbo classroom teachers and their computer teachers/laboratory attendants (for the experimental group only) in fixing the date for the commencement of the administration of the research instruments. The Igbo class teachers were trained by the researcher, and discussions were held for one month before the exercise regarding the intervention and organization of the class sessions. Pre-test and post-test materials were numbered for ease of identity of participants. On the agreed date, the researcher with the help of the research assistant administered the pre-test (paper version) to both the control and experimental groups before the commencement of the study. Then, both groups received instruction through different media for ten weeks. During the ten weeks, *Nkuzi Igbo Maka Junio Sekondiri N'usoro Bezik* text was used to teach the two groups since it is the recommended text for the teaching and learning of the Igbo language in the Lagos State secondary schools.

The computer-assisted Igbo language learning multimedia package was installed on the desktops in the computer laboratory for the experimental group to use. They also have the option of using the CD versions of this material. For participants instructed by conventional strategy (that is teacher-centered instructional strategy), lessons and practice tests on this CD were converted to paper lessons and tests. The participants in the experimental group had the opportunity to work alone on a computer and learn at their own pace after the instructional ILLMuPac class lessons. The instructor combined both face-to-face and computer-assisted language learning instructional strategies during the teaching/learning process for the experimental group. She acted as a facilitator and instructor by making sure that the participants were working on their computers and also gaining knowledge of the lesson. The teaching materials have been arranged sequentially in the package in advance. In the computer laboratory, the students had the opportunity to study any section as much as they liked at their leisure after the classroom teaching and learning. The computer instructs permits practice and provides feedback. Color animations and graphics are combined to enable the computer to enhance the students' learning. Here the presentation is in Igbo with the necessary use of English as suggested by experts.

The participants in both the experimental and the control groups met with their instructors for one and a half hours each week during the ten weeks. The same materials (printed and paper versions of the lesson and practice tests) were used according to the scheduled time agreed upon by the Igbo classroom teachers and the researcher. The teachers presented instructional materials with a graphical presentation to make the learning more concrete for the control group. Here, the instructor was the director of the class. The instructor used other traditional teaching aids but not ILLMuPac. Conventional strategy offers group learning in the traditional environment. It is thoroughly a presentation in the Igbo language and the instructor used the English language for more explanation

as and when required with the aid of a whiteboard and marker. On the last day of the classes, the same test was given as pre-test was administered but this time the positions of some items, and some items were added while some were removed based on the topics taught during the intervention strategies. T-test was used to statistically analyze the scores obtained by the two groups during pre-test and post-test to ascertain the impact of the instructional strategies (teacher-centered and student-centered) on the student's academic achievement in Igbo.

Instrument Validation

The instruments were presented to some experts in language education and measurement and evaluation for scrutiny and validation. The inapplicable expressions and portions were deleted to meet the face and content validity of the instruments. Some of the items were restructured, while some were modified to meet the needed requirements for testing the hypothesis formulated as suggested by the experts.

Reliability Estimation

To determine the reliability of the instruments, a pilot study was conducted in two secondary schools in Lagos State. The instrument was a trial-tested on a sample of students during the pilot using the test-retest approach. This was done by administering the instruments to 40 Upper Basic Igbo language students and 4 Igbo language teachers in their respective schools in the Amuwo Odofin of Education District V of Lagos State. They were not part of the main study but possess the same characteristics as the participants in the main study. The correlation of the two sets of scores for each instrument was tested using the Pearson Product Moment Correlation Coefficient. They gave a reliability coefficient of 0.83 and 0.71 respectively and were considered high enough to attest to the instruments' reliability. The data from the study were analyzed using t-tests, mean and standard deviation; percentages and frequency counts.

Result

The study investigated the impact of teacher professional qualifications and instructional strategies on the academic achievement in Igbo among the Upper Basic students in Education District, IV, Lagos State. The hypothesis formulated was tested. The results are hereby discussed.

Presentation of Data and Results

Research Question 1: To what extent does the teachers' professional qualification influence the academic performance in the Igbo language among Upper Basic students in Education District IV, Lagos State?

Table 1: Frequency distributions of educational qualifications of the Igbo language teachers in teaching Igbo among Upper Basic students in Education District IV, Lagos State

Educational Qualifications	Frequencies	Percentages
NCE	04	20
B.ED./B.A.ED	12	60
B.A./HND	03	15
M.ED.	01	05
Total	20	100

The data in Table 2 shows that 4(20%) of the teachers hold a National Certificate in Education (NCE). First degree in education was held by 12 (60%) of the teachers, while 3(15%) of the teachers hold a first degree outside the educational field. Again, 1(15%) of the teachers hold a master's degree in education.

Furthermore, the table shows that a greater number of the Igbo language teachers 10(50%) have spent less than 9 years in teaching, and 3(15%) of the teachers also have spent 20 – 29 years in teaching. While 2(10%) of the teachers also have spent 30 years and above.

Research Questions 2: To what extent do teachers' instructional strategies influence the academic performance in Igbo among Upper Basic students in Education District IV, Lagos State?

H0: There is no significant impact of teachers' instructional strategies on the academic achievement in Igbo among the Upper Basic students in Education District IV, Lagos State.

To test this hypothesis, the mean (\bar{x}) scores and standard deviation of students for both the pre-test and post-test scores were calculated before using the independent t-test statistical method to verify whether or not there was a significant difference in the post-test achievement scores of quasi-experimental and control groups.

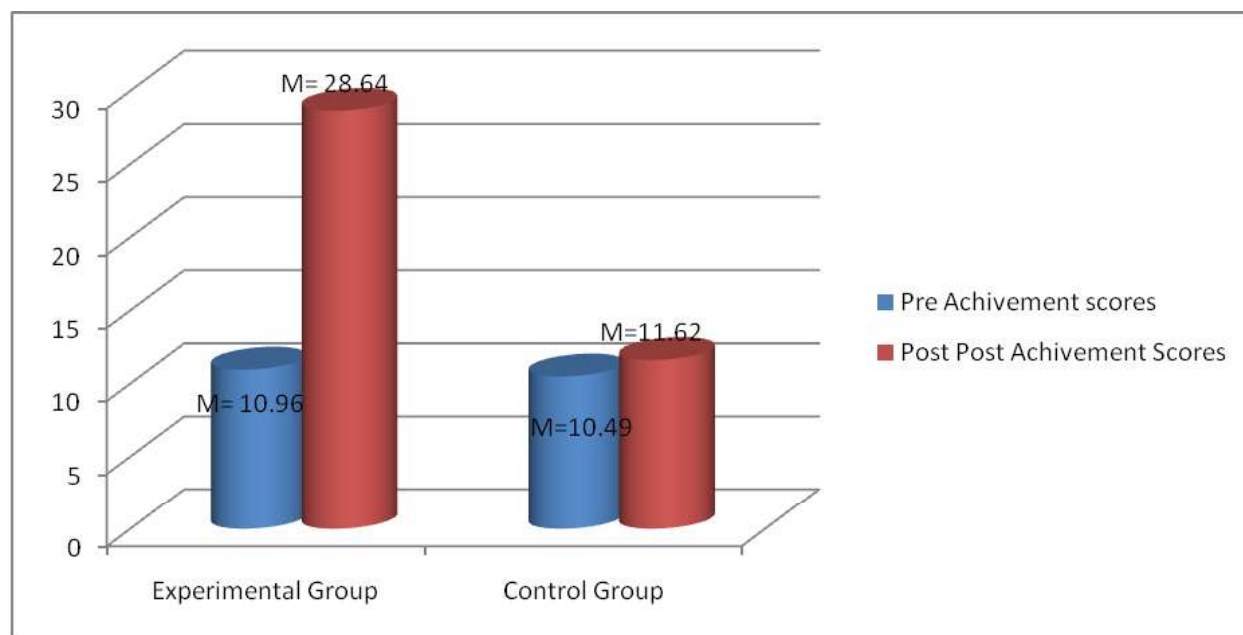


Figure 2: Pre and post-test Igbo achievement test scores of the Upper Basic students in the experimental and control groups.

The result of the analysis is presented in Table 2.

Table 2: Pre and post-achievement scores of the experimental and control groups

Group	N	Pre- achievement		Post –Achievement		Mean Differ	t-test	p-value
		Score	SD	Score	SD			
Experimental group	137	10.960	4.7735	28.640	9.397	17.68	13.3	0.00
Control group	112	10.490	4.3334	11.620	3.058	1.13		
Total	249	10.725	4.5537	22.63	7.727	9.13		

t-value Significant at $p < .05$

Table 2 indicates statistically insignificant mean scores for the experimental group ($X=10.960$; $SD=4.7735$) and the control group ($X=10.490$; $SD=4.3334$). This confirms that the two groups were essentially equivalent in achievement scores in Igbo before the treatment. Also, the table shows a higher post-test mean (X) score for the experimental group ($X= 28.640$; $SD=9.397$) than the post-mean scores ($X=11.620$; $SD=3.058$) of the control group. This means a statistically significant impact of the CALL instructional strategy (intervention package) on the Upper Basic students' achievement scores in Igbo.

Thus, table 2 shows that the experimental group appeared to have made differential improvements over the control group. The experimental group has a higher mean difference score of 17.68 as against the control group with a mean difference of 1.13. To determine if the difference in the post-test means scores of the experimental and control groups was statistically significant, t-test statistical tool was used and the result shows that the difference between the mean scores of the experimental and control groups was statistically significant, ($t= 13.30$, $p>.05$). Thus, the null hypothesis that stated that there is no significant impact of the teacher's instructional strategies on the Upper Basic students' achievement scores in the Igbo language was rejected, while the alternative was retained. The result showed that learning with the (ILLMuPac) CALL intervention method is more effective than the conventional Igbo language teacher-centred method.

Research Question 3: What are the prevalent instructional strategies in teaching Igbo at the Upper Basic level in Education District IV, Lagos State?

Table 3: Frequency distributions of instructional strategies used in teaching Igbo at the Upper Basic levels (N=249)

S/N	Instructional strategies	Grouped Responses		Percentage	Rank
		Students	Teachers		
1	Conventional Method	155	15	68.2%	1 st
2	Individualized Method	123	8	52.6%	2 nd
3	Discussion Method	58	9	26.9%	6 th
4	Project Method	107	9	47.0%	5 th
5	Demonstration Method	45	12	22.8%	7 th
6	Dramatization	121	4	50.2%	3 rd
7	Field Trip Method	43		17.2%	8 th
8	Assignment Method	113	9	48.99%	4 th
9	ICT integrated approach	19	1	8.03%	9 th

From the result of the analysis presented in Table 3, conventional (68.2%) and individualized methods (52.6%) ranked high (first and second) as the most prevalent instructional strategies adopted by the Igbo language teachers in teaching the Igbo language and culture at the Upper Basic level. This confirmed the use of the teacher-centered instructional method as against the student-centered method. Other methods in their order of usage include dramatization (50.2%), assignments (48.99%), project (47.0%) and discussion (26.9%) methods. While ICT integrated approach (student-centered instructional strategy) (8.03%), field trips (17.2%) and demonstration (22.8%) ranked as the least methods adopted by the Igbo language teachers during classroom instruction of the Igbo language and culture. The results showed a predominance of a teacher-centered approach in most classroom sessions thereby inhibiting interactive learning.

Discussion of Findings

Teacher professional qualifications and instructional strategies impact the post-test achievement scores of the students of experimental and control groups in the Igbo language and culture.

The result indicated that all the teachers deployed to teach Igbo in the Upper Basic schools in Lagos, State are qualified teachers. It is in line with the National Policy on Education (2004) provision for teachers' qualifications at that level. However, the study found that teachers' professional qualifications have no impact on the academic achievement of Igbo language students. This is contrary to the assertion of Stipek (2006) and Adeshina cited in Oshionebo (2011) that the quality and experience of teachers are prerequisites to the improved academic performance of the students. It was discovered that the Igbo language teachers were not posted arbitrarily to handle the subject. Again, the finding shows that there is a significant impact of the instructional strategy (student – centered strategy) on the academic scores of students in the Igbo language and culture. This finding is in congruence with the work of Aremu (2007) who noted low utilization of ICT in the teaching of indigenous languages in most Nigerian schools and advocated for integration of ICT usage in language pedagogy to help develop and improve students' academic performance in indigenous languages. The results of the present study also showed that (student – centered instructional strategy (which entails integrating ICTs into language classroom teaching and learning) would yield improved performance and active learning as supported by Yusuf and Afolabi (2010) and Gambari, Kutigi and Fagbem (2014).

Prevalent instructional strategies used in the Igbo language classroom instruction at the junior secondary school level

The findings showed that conventional and individualized methods of instruction rank high as the prevalent instructional strategies adopted by the Igbo language teachers in teaching Igbo language and culture in junior secondary schools. Therefore, this confirms the use of the teacher-centered method as against the student-centered method stipulated by the National Policy on Education (NPE, 1977 revised 2004). Other methods in their order of use include dramatization, assignments, project, and discussion methods, while ICT integrated approach, field trip and demonstration rank the least methods adopted by the Igbo language teachers during the Igbo language and culture classroom instruction. This negates constructivists' paradigm which places a greater primacy on personal knowledge construction. Thus, the Igbo language classroom activities and procedures have been taught- as asserted by Medugu (2013). Therefore, it is required that the Igbo language

experts should direct their attention towards improving the teaching techniques often used by the Igbo language teachers in delivering their lessons.

The researcher is of the view that appropriate instructional methods, strategies and techniques that are put to good use enhance learning. Teachers generally need to prepare and plan adequately for their classes. The Igbo language teachers even have to go the extra mile in this preparation to devise better means of helping the students because their students are in an environment that is not too favorable to the language under study and the technology-driven era.

Summary of findings

The following are some of the major findings emanating from the study which are relevant to the research questions raised. They are highlighted below:

1. Conventional methods and individualized methods of instruction ranked high as the prevalent instructional strategies adopted by the Igbo language teachers in teaching the Igbo language and at junior secondary schools. This confirms the use of the teacher-centered method as against the student-centered method of instruction as stipulated by the National Policy on Education.
2. There is a significant improvement in the achievement of students in the Igbo language and culture as a result of the student-centered instructional strategy by integrating the ICT CALL intervention package.

Conclusions

Based on the findings of the study it was concluded that:

1. Teacher qualifications have a great positive influence on the academic achievement in Igbo among the Upper Basic students and as such improve their performance in the learning of the Igbo language and culture.
2. Teaching strategies from reviewed literature have the potential to make or mar students' performance. The student-student-centered approach which involves active learning is found to improve students' performance in the Igbo language more than the teacher-centered approach.

Recommendations

1. Teachers should be qualified and well-trained before engaging in teaching the Igbo language and culture at the Upper Basic levels.
2. The Igbo language teachers need intensive training in computer applications that can assist them in preparing and producing electronic teaching and instructional materials for Igbo learners. This would offer them the opportunity to use the computerized method more intensively and more frequently.
3. Curriculum designers should incorporate the use of computer-assisted language learning methods as a veritable means of teaching the Igbo language and culture in Nigerian schools and colleges.

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