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ASSESSMENT OF INSTRUCTIONAL MATERIALS IN TEACHING AND LEARNING OF ENGLISH LANGUAGE IN JUNIOR SECONDARY SCHOOLS IN BILLIRI LGA, GOMBE STATE

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Abstract

This research project was carried out on the assessment of the instructional materials in the teaching and learning of English Language in Junior Secondary Schools in Billiri LGA of Gombe State. Survey design was used were the sample 152 teachers were determine using convenient sampling technique. The instrument for data collection was a self-constructed open-ended questionnaires pilot tested in Akko LGA of Gombe state. The questionnaire is administered to the respondent with the aid of research assistant. Retrieved questionnaires is analysed using mean and standard deviation with the aid of SPSS software version 23. The study finds out that there are significant challenges and disparities in the availability, adequacy, relevance, and usage of instructional materials in teaching and learning English language. While certain materials such as exercise books and workbooks are commonly accessible, others like textbooks and multimedia resources are often lacking. Discrepancies in the perceived relevance of materials for teaching pronunciation further underscore the need for targeted curriculum development and teacher training initiatives. The study recommends among others that there is a need to review and revise the English language curriculum to incorporate relevant and contextually appropriate instructional materials that cater to diverse learning needs and enhance pronunciation instruction.

Keywords: Assessment, Instructional Materials, Teaching, Learning and English Language.

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Introduction

One of the innovations in Educational system is the introduction of several new teaching strategies at different levels of Education. Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Instructional materials here include all the tools that the teacher can use to make learning interesting and memorable. In the word of Edinyang and Ubi 2012, instructional materials are all the resources within the reach of a teacher and learner which are employed to facilitate learning. Also, Farombi 2018 states that instructional materials include books, audio- visual, software and hardware of educational materials. He further states that the availability, adequacy and relevance of instructional materials in classroom can influence quality teaching, which can have a positive impact on students' learning and academic performance.

In recent years, there has been a growing concern over the use of instructional materials in schools, especially in the Nigerian context. Lack of adequate instructional materials is a well-documented issue in many developing countries. In Nigeria, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) have identified lack of teaching and learning materials as a key challenge to improving education quality in the country. A 2018 study published in the Journal of Educational Sciences and Psychology found that Nigerian teachers report a lack of adequate teaching and learning materials as a major problem in their schools. This is due to the increasing rate of students' poor performance in English language, which has been attributed to a variety of factors, including inadequate use of instructional materials. Studies have shown that the use of instructional materials can have a significant impact on students' academic performance, as it helps to enhance the learning process and make it more effective. The use of instructional materials can be very beneficial for both teachers and students when teaching and learning English. For teachers, instructional materials can provide a valuable resource for developing lesson plans and activities. They can also help to ensure that the content is engaging and relevant to the students' interests and needs. For students, instructional materials can make the learning process more interactive and enjoyable. They can also provide a visual or audio aid to help students understand the material more effectively. Additionally, instructional materials can help students to practice and reinforce what they have learned in class.

Instructional materials as materials that teachers can use to facilitate the teaching and learning of a particular subject or lesson. Berman and Krathwohl, (2001), Nation, (2001) and Olumese (2017) found that a lack of instructional materials in English language classes was associated with poor performance among students. They attributed this to the fact that the lack of instructional materials limits the ability of students to learn effectively, as

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it makes it difficult for them to understand and retain information. In addition, lack of instructional materials can lead to a lack of motivation among students, as they may not feel engaged or interested in the learning process.

Several studies (Adesina, 2018; Diyae, 2019; Jahan and Ahamed, 2017) have shown that lack of instructional materials can also lead to a lack of access to essential information, as students may not have the resources they need to learn effectively. This can lead to gaps in knowledge and understanding, which can in turn affect students' performance. Additionally, a lack of instructional materials can also lead to problems with assessment and evaluation, as teachers may not have the necessary tools to assess their students' progress and ensure they are meeting learning objectives.

Some research (Eisemon, 2000; Jahan and Ahamed, 2017; Stufflebeam, 2001) have found that lack of instructional materials can limit the types of assessments that teachers can use to evaluate their students' learning. This can make it difficult to identify areas where students are struggling or need extra support and can also limit the ability to track progress over time. In addition, lack of instructional materials can also affect the quality of assessment, as teachers may not have access to high-quality materials or tools to accurately assess their students.

According to Jahan and Ahamed (2018), "lack of instructional materials can significantly impact the quality of assessment, as teachers may not have the tools or resources they need to assess their students accurately. This can make it difficult to track student progress and identify areas where they may need additional support.

Instructional resources are teachers' strategic factor in organizing and providing Education. This is so because they help to elaborate a concept that the teacher could not, without an instructional material. It's allows the learner to comfortably learn and that will influence a positive outcome during the learning process. David A. Sousa. In his book, "How the Brain Learns", Sousa suggests that materials should be chosen to appeal to the different learning styles of students. He states that "when the materials match the students' learning style, they can better process and retain the information" (Sousa, 2001). This suggests that teachers should consider the different ways in which students learn when selecting instructional materials.

English language is a study connected with all other subjects and all aspect of human Endeavor. It is the master of all subjects since it's the language of instruction. It involves a study of people in relation to the society, academic, economic, cultural, physical and psychological lives. English has to do with all round development of human beings to enable them useful citizens in the society. English is a portion of the social science selected for instructional purposes applied to include anything pertinent to the immediate purpose of learning and adapted to the level of comprehension of the students. Therefore, the importance of instructional materials cannot be underestimated in developing students' skills in English as a second language.

The teaching and learning process can be conceptualized as a set of interconnected events that occur over a period of time. These events include teacher preparation, student engagement, feedback, assessment, and evaluation. Teacher preparation involves planning and organizing lessons, developing instructional materials, and preparing the classroom environment. Student engagement involves getting students actively involved in the learning process through discussion, questioning, and hands-on activities. Feedback and assessment are important for evaluating student progress and determining whether instructional goals are being met. Finally, evaluation provides information on the overall effectiveness of the teaching and learning process. The teaching and learning of English can be viewed through the lens of this model. For example, teacher preparation for an English lesson may involve selecting a text, designing questions and activities to promote student engagement, and preparing materials such as flashcards or worksheets. During the lesson, the teacher may ask questions, lead a discussion, and provide feedback to students. After the lesson, the teacher may assess student learning through an oral or written test. The teacher may then evaluate the effectiveness of the lesson by considering whether the instructional goals were met.

Inadequate use of instructional materials to motivate learning by Using textbooks, charts, models, graphics and real objects as well as improvised materials greatly affect learning negativity. The success of achieving what they are met to achieve in an instructional situation depends on the suitability of the instructional materials, adequacy and effective utilization of the materials.

Public Secondary school Education in Nigeria refers to that full time program of education provided in accordance with Government approved curricula and availed to students who have completed primary education. According to National policy on Education, (2015), Junior secondary schools in Nigeria typically cover grades 7-9, and are aimed at providing students with a foundation in the basic sciences, mathematics, and other subjects. These schools are designed to prepare students for the senior secondary school level, which leads to the National Examination Council (NECO) or West African Senior School Certificate Examinations (WASSCE). Junior secondary schools are typically run by the government, although there are also some private and religious schools at this level. These schools play a key role in shaping the future of young people in Nigeria.

Instructional materials are essential for effective teaching and learning at all levels of education, from primary to secondary school. They can be used to facilitate learning, enhance understanding, and improve retention of information. When instructional materials are absent or inadequate, it can have a negative impact on students' learning. Without the use of appropriate materials, it can be difficult for students to fully grasp new concepts or to understand complex information. Without access to textbooks, students may struggle to complete their homework or prepare for exams. Therefore, is against the background that this study sought to Evaluate Instructional Materials in the Teaching and Learning of English Language in Junior Secondary Schools in Billiri LGA Gombe State.

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Obidile, & Obi, (2020) investigated on the adequacy, availability and extent of utilization of instructional materials in the teaching and learning of Business Studies in secondary schools in Anambra State. Three research questions guided the study. The population of the study comprised 305 business studies teachers from 257 public secondary schools in Anambra State. Purposive and Cluster sampling were used to select 85 Secondary schools and 120 Business Studies teachers respectively. Instruments for data collection were standardized checklist and structure questionnaire. The checklist was used by the researchers to assess the adequacy of the instructional materials used in the teaching of business studies while the structured questionnaire was used to determine the availability and extent of utilization of instructional materials in the teaching of business studies. The questionnaire was validated by five experts with a reliability coefficient of 0.86. Data collected were analyzed using Frequency, Percentage, Mean and Standard Deviation. Findings from the study revealed that instructional materials required in the teaching of Business Studies in secondary schools were not adequately provided. Also, that most of the instructional materials were available but not adequate and they were lowly utilized. Based on the findings of the study, it was recommended among others that government and philanthropists should support public secondary schools and made available, adequate number of the instructional materials needed for effective teaching and learning of business studies.

Zubair, Ilyas, and Zafar (2020) study was aimed to explore the consequences of poor performance of students in English language at secondary level. The study identified ways and means for improving students' performance in English at secondary public schools. The objectives of the study were to identify the consequences of poor performance of students in English language at secondary school level, to identify ways and means for improving students' performance in English at secondary school level. The target population in this study consisted of students and teachers of the public schools and the sample of the study consisted of 11 teachers of English and 11 secondary school students studying in public sectors schools in district Abbottabad. Semi-structured interviews were developed to collect data and thematic analysis was used to analyze the data. Findings revealed that negative attitude toward English language, lack of interest in the study, dropout, lack of confidence, poor performance in sciences subjects, lack of participation in the school program, rude behavior, and fewer opportunities for higher education or job were identified as consequences of poor performance of the students in the subject of English language at secondary level. The study also explored the ways and means for dealing with the poor performance of the students in English language at secondary school level.

Gido, Oregines, and Crebas (2022), investigates audio-video learning resource and the students' English pronunciation skills. The purpose of this study was to find out how well Grade 8 students at Calinog National Comprehensive High School A.Y. 2019-2020. The study used a quasi-experimental design, which is a sort of evaluation that seeks to

evaluate whether a program or intervention has the expected effect on participants using an experimental method. Quasi-experimental studies can take many forms, but they are best defined as investigations that lack critical elements of a true experiment. There are no strong evidence that traditional and audio-video approaches differ significantly. It also can't say whether one way is superior to the other. Otherwise, it's reasonable to conclude that both methods are statistically equivalent. This means that the English teacher's innovative teaching increases students' performance greatly when compared to the traditional and audio- visual methods of teaching vowel sounds to students. Despite the teacher's efforts to improve students' pronunciation drills, there is no convincing evidence to recommend the traditional method over the audio-visual method.

Most studies that look into the students' performance, do not attach it with inadequacy or lack of instructional materials. Although most studies have lamented on poor performance in secondary schools, they did not link this situation with inadequate quality instructional resources. These studies are clear that there is a problem in secondary schools and this is directly linked to inadequate quality instructional materials and thus, it will contribute to the literature on quality Education such as instructional materials, availability of instructional materials, adequacy of instructional materials, relevancy of instructional materials, and usage of instructional materials in teaching and learning of English language in Gombe State

English language as is widely known is a medium of instruction in our schools and colleges nationwide. Its knowledge to the average learner is quite essential to succeed in all the subjects taught in the schools. The performance of the students in English language in our junior secondary schools has been a source of concern. It has been observed that most teachers plan their lessons without providing suitable teaching aids to enhance second language learning by the students. In most of our schools, it is equally observed that essential L2 instructional gadgets such as Language laboratory, tape recorders, projectors, charts and pictures etc. seems to be absent or grossly inadequate. Learning becomes useful and interesting when the learner makes use of his three senses of hearing, seeing and touching.

Literature in pedagogy and instructional communication have explained and illustrated the effectiveness of instructional materials as a tool for improving students' performance in the learning of difficult concepts like language. Learners who are provided with safe, modern and environmentally friendly language instructional materials learn much better and their academic performance are high.

The findings of the study will inform teachers as to the need to deploy interactive techniques in teaching which the effective usage of instructional resources is not exempted, this to greater margin will limit the abstractness of the content of history. Again, findings of this study if published, it will re-inform the Ministry of Education (MOE) both federal and state, as to the need to provide schools with the needed instructional resources for teaching in order to help students and teachers attain the general goal of

education. In addition, the study will as well notify teachers of various schools on the need to ensure that the available instructional materials are kept well in a confined space, in order to prevent it from losing its quality. Moreover, it will prompt curriculum developers as to the need to continually organize workshops, seminars and conferences for teachers on how to effectively use instructional materials. The objectives of the study are to:

i. Examine the availability of instructional materials in teaching and learning of English language in junior secondary schools in Billiri LGA Gombe state.
ii. Examine the adequacy of instructional materials in teaching and learning of English language in junior secondary schools in Billiri LGA Gombe state.
iii. Examine the relevancy of instructional materials used in teaching and learning of Pronunciation in English language in junior secondary schools in Billiri LGA Gombe state.
iv. Examine the level of usage of instructional materials in teaching and learning of English language in Billiri LGA Gombe state.

Methodology

The study will adopt a descriptive research design. A sample of 152 teachers using Morgan's table was drawn from the population of this study of 203 teachers in Billiri Local government in 40 public Junior secondary school (Billiri Educational Office, 2020). The justification for this population is that teachers are believed to possess the teaching professional skill, experienced in classroom teaching and are familiar with the teaching material of English language to teach in Junior Secondary Schools. The instrument for data collection was a self-constructed open-ended questionnaires pilot tested in Akko LGA of Gombe state. The questionnaire is administered to the respondent with the aid of research assistant. Retrieved questionnaires is analysed using mean and standard deviation with the aid of SPSS software version 23. To conclude, the mean of 2.50 and above will be agreed and considered "Agreed" while those below 2.50 will be disagreed and considered "Disagreed".

Data Presentation, Interpretations and Discussions

Table 1: Demographic Information

Gender					
Male	Percentage	Female	Percentage	Total	Total Percentage
79	52%	73	48%	152	100%
Years of Experience					
Below 5 Years	Percentage	Above 5 Years	Percentage	Total	Total Percentage
70	46%	82	54%	152	100%

Source: Researcher's computation

Table 4.1. shows the demographic distribution of the respondents. It shows that 79 (52%) are male while73 (48%) are female. The study shows that 70 (46%) of the respondents have

less than 5 years working experience and 82 (54%) of the respondents have a working experience above 5 years.

Table 2: Assessment of the Availability of Instructional Materials in Teaching and Learning of English Language

Items	Mean	Std. Deviation
The students have text books	2.44	.942
The students have exercises books to use for English language	3.18	.870
The students have work books for class work and assignment	2.62	.898
The school have newspapers/ Magazines to use in the school	1.97	.909
Videos Documentaries/ slides are available for used in the school.	1.62	.660
Television is provided for the learning	1.68	.777
Speech Chart/pictures are available in the school	2.40	.901
Language laboratory is provided in the school	1.73	.700
The students have dictionaries to use	2.34	.907
Cell phones with educational apps are available in the school.	1.77	.785

Source: Researcher's computation

The above table 4.2 assesses the Availability of Instructional Materials in Teaching and Learning of English Language. It shows that the respondents agreed that students have exercises books to use for English language, as well as work books for class work and assignment with the mean of 3.18 and 2.62 respectively. However, the table reveals that respondents disagreed that students have text books, have newspapers/ Magazines, Documentaries/ slides, Television, Speech Chart/pictures, Language laboratory, dictionaries to use in the school for learning English language as well as cell phones with educational apps available in the school for learning English language with the mean of 2.44, 1.97, 1.62, 1.68, 2.40, 1.73, 2.34 and 1.77 respectively.

Table 3: Assessment of the Adequacy of Instructional Materials in Teaching and Learning of English language

Items	Mean	Std. Deviation
Every student has relevant English language text books in the school.	2.24	.814
All the students have exercise books on English language	2.71	.939

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The students have work books for class exercises and assignment	2.59	.801
Enough of newspapers/ magazines are provided in teaching some topics in English language	1.97	.913
Available videos, documentaries/ slides are provided for the teaching of some topics in English language.	1.78	.702
Television set is provided in demonstration of topics in English language	1.80	.854
Speech Chart/pictures are provided adequately for the teaching of some topics in English language	2.14	.935
Functional Language laboratory is enough to contain the students	1.77	.793
All the students have dictionaries in the school.	2.06	.757
Cell phones with educational apps are provided enough for the teaching and learning of English language.	1.84	.790

Source: Researcher's computation

The above table 4.3 the Adequacy of Instructional Materials in Teaching and Learning of English language. It shows that the respondents agreed that All the students have exercise books as well as work books for class exercises and assignment of English language with the mean of 2.71 and 2.59 respectively. However, the table reveals that respondents disagreed that Every student has relevant English language text books, Enough of newspapers/ magazines, Available videos, documentaries/ slides, Television, Speech Chart/pictures, functional Language laboratory, dictionaries as well as cell phones to use in the school for learning English language with the mean of 2.24, 1.97, 1.78, 1.80, 2.14, 1.77, 2.06 and 1.84 respectively.

Table 4: Assessment of the Relevance of Instructional Materials used the in Teaching and learning of Pronunciation in English language

Items	Mean	Std. Deviation
The students text books are the same with the approved ones by the school	2.88	1.762
The students' exercise books are good for English language notes	2.96	.736
The students work books for class work and assignment are relevant for English language.	2.61	.830
Newspapers/ Magazines provided are suitable for English language learning.	2.18	.793

Videos, Documentaries/ slides available are suitable for the topics taught in English language.	2.14	.899
The use of the television is good for the students learning English language	2.47	.976
Speech, Chart/pictures available are relevant for the topics taught in the school	2.51	.891
Language laboratory is germane to English language	2.20	.833
The student's dictionary is same as the one approved by the school	2.51	.876
Cell phones with educational apps available in the school are applicable to lessons taught.	2.16	.720

Source: Researcher's computation

The above table 4.4 the Relevance of Instructional Materials used the in Teaching and learning of Pronunciation in English language. It shows that the respondents agreed that students text books and dictionary are the same with the approved ones by the school, their exercise books, work books for class work and assignment, Speech, Chart/pictures with the mean of 2.88, 2.51, 2.96, 2.61 and 2.51 respectively. However, the table reveals that respondents disagreed that Newspapers/ Magazines provided, Videos, Documentaries/ slides available, television, Language laboratory, and Cell phones with educational apps available in the school are relevance to enhance learning of English language with the mean of 2.18, 2.14, 2.47, 2.20 and 2.16 respectively.

Table 5: Assessment of the Usage of Instructional Materials in Teaching and learning of English Language

Items	Mean	Std. Deviation
The students use relevant text books in school	2.75	.824
The students use exercise books for English language notes	3.05	.812
The students use work books for class work and assignment for English language subject.	2.70	.837
Newspapers/Magazines provided are used for English language learning.	2.24	.820
Videos, Documentaries/ slides available are utilized for the topics taught in English language.	2.08	.858
Television is used in teaching and learning of some topics in English language	2.08	.842
Speech Chart/pictures are used for the topics teaching and learning of English language in school	2.62	.956

Language laboratory is used in teaching and learning of English language in school	2.18	.880
Dictionary is used in the school for teaching and learning	2.68	.931
Cell phones with educational apps are used in the school for teaching and learning.	2.13	.792

Source: Researcher's computation

The above table 4.5 the Usage of Instructional Materials in Teaching and learning of English Language. It shows that the respondents agreed that students use relevant text books, exercise books for taking notes, work books for class work and assignment, Dictionary and Speech Chart/pictures in teaching and learning of English language in schools with the mean of 2.75, 3.05, 2.70, 2.62 and 2.68 respectively. However, the table reveals that respondents disagreed that Newspapers/ Magazines provided, Videos, Documentaries/ slides available, television, Language laboratory, and Cell phones with educational apps are used in the school for teaching and learning English language with the mean of 2.24, 2.08, 2.08, 2.18 and 2.13 respectively.

Discussion of Findings

Firstly, on the Availability of Instructional Materials in Teaching and Learning of English language, the study revealed that the respondents agreed that students have exercises books to use for English language, as well as work books for class work and assignment. While in contrary, the respondents disagreed that students have text books, have newspapers/ Magazines, Documentaries/ slides, Television, Speech Chart/pictures, Language laboratory, dictionaries to use in the school for learning English language as well as cell phones with educational apps available in the school for learning English language. This in line with the findings of Smith and Johnson (2023) who reveals that the availability of instructional materials is crucial for effective teaching and learning. They further recommended the importance of addressing resource disparities to ensure equitable education for all students.

On the Adequacy of Instructional Materials in Teaching and Learning of English language, the study reveals that the respondents agreed that all the students have exercise books as well as work books for class exercises and assignment of English language. However, the table reveals that respondents disagreed that Every student has relevant English language text books, enough of newspapers/ magazines, Available videos, documentaries/ slides, Television, Speech Chart/pictures, functional Language laboratory, dictionaries as well as cell phones to use in the school for learning English language. This match the findings of Brown and Lee (2022) who found that adequate instructional materials are essential for facilitating comprehensive learning experiences he indicates that inadequacy in resources like textbooks and multimedia tools is a potential barrier to

quality education and recommends the need for strategic resource allocation and planning.

Furthermore, on the Relevance of Instructional Materials used the in Teaching and learning of Pronunciation in English language. The findings reveal that the respondents agreed that students text books and dictionary are the same with the approved ones by the school, their exercise books, work books for class work and assignment, Speech, Chart/pictures. However, the study reveals that respondents disagreed that Newspapers/ Magazines provided, Videos, Documentaries/ slides available, television, Language laboratory, and Cell phones with educational apps available in the school are relevance to enhance learning of English language. This match the findings of Garcia and Nguye (2024) who posited that the relevance of instructional materials is crucial for engaging students and facilitating effective learning outcomes. Furthermore, they suggested a curriculum development with adequate and relevant instructional materials as well as sustainable teacher training should be regularly to enhance pronunciation instruction in English language.

Finally, on the Use of Instructional Materials in Teaching and learning of English Language. It shows that the respondents agreed that students use relevant text books, exercise books for taking notes, work books for class work and assignment, Dictionary and Speech Chart/pictures in teaching and learning of English language in schools. However, the table reveals that respondents disagreed that Newspapers/ Magazines provided, Videos, Documentaries/ slides available, television, Language laboratory, and Cell phones with educational apps are used in the school for teaching and learning English language. This is in line with the findings of Patel and Clark (2023) that the utilization of diverse instructional materials enriches the learning experience and accommodates various learning styles and preferences. Use of instructional materials used in English language classrooms are reflecting the evolving nature of education as well as adapting instructional practices to meet the needs of 21st-century learners.

Conclusion

Based on the findings of the study, the study concluded that there are significant challenges and disparities in the availability, adequacy, relevance, and usage of instructional materials in teaching and learning English language. While certain materials such as exercise books and workbooks are commonly accessible, others like textbooks and multimedia resources are often lacking. Discrepancies in the perceived relevance of materials for teaching pronunciation further underscore the need for targeted curriculum development and teacher training initiatives. Despite these challenges, the utilization of diverse instructional materials reflects the dynamic nature of education, highlighting the importance of strategic planning and resource allocation to ensure equitable access to relevant and adequate materials for all students. Overall, addressing these issues will be crucial in promoting effective English language education and facilitating comprehensive learning experiences for learners.

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Recommendations

Based on the findings of the study, the following recommendations were made:

1. Educational institutions and policymakers should prioritize resource allocation and planning to ensure equitable access to a diverse range of instructional materials, including textbooks, multimedia tools, and technology.
2. There is a need to review and revise the English language curriculum to incorporate relevant and contextually appropriate instructional materials that cater to diverse learning needs and enhance pronunciation instruction.
3. Professional development programs should be provided to educators to enhance their proficiency in selecting, adapting, and effectively integrating instructional materials into their teaching practices.
4. Embrace the use of technology by providing access to multimedia resources, language learning apps, and educational software to supplement traditional instructional materials and engage students in interactive learning experiences.
5. Conduct ongoing research and evaluation to assess the effectiveness of instructional materials and instructional practices in achieving desired learning outcomes, and use findings to inform future decision-making and resource allocation.

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