

CAREGIVERS' ATTITUDE TOWARDS IMPROVISATION OF INSTRUCTIONAL MATERIALS IN ILORIN EAST LOCAL GOVERNMENT AREA OF KWARA STATE, NIGERIA

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Abstract

The unavailability and unaffordable nature of imported instructional materials make the improvisation of instructional materials necessary. The study examined caregiver's attitude towards improvisation of instructional materials in Ilorin East Local Government Area of Kwara State. One research question was raised and four hypotheses formulated to guide the study. One hundred and seventy caregivers were randomly selected from Seventeen pre-primary schools in Ilorin Last Local Government Area of Kwara state. Researchers designed questionnaire was used for data gathering. Test-retest method was used to establish the reliability of the instrument and the reliability coefficient was 0.80. Descriptive statistics of frequency count, simple percentage and mean were used to answer the research question while t-test and Analysis of Variance (ANOVA) were used to test the null hypotheses at 0.05 level of significance. Findings revealed that pre-primary school caregivers in Ilorin East Local Government Area of Kwara State had negative attitude towards improvisation of instructional material. The findings of the study were that gender, teaching experience, educational qualification and school type had no significant influence on caregivers' attitude towards improvisation of instructional materials. Based on the findings, it was recommended that government and private school owners should organize and encourage caregivers to attend workshop on improvisation of instructional materials.

Keywords: Caregivers' attitude, Improvisation of instructional materials

Introduction

Education is a major tool for individual empowerment and National development. A National educational system is vital because it produces the personnel that are required to function in various facets of national life and development process. Gray (2001) noted that the goals of wealth creation, employment, generation, poverty reduction and value reorientation can be effectively pursued attained and sustained only through an efficient, relevant and functional education system. Education has been accorded a high rating in Nigeria, and the demand for education is popular because of the desire of members of the society to give their children a better chance in life. The demand for education has become explosive and one which no government can afford to ignore.

Education in Nigeria has reached a cross-road that demand a change in direction, a change in our understanding and acceptance of what educational standard and quality are, the high demand of education in Nigeria give rise to the expansion of education. Educational adjustment of the child is conditioned by the nature and demands of society to which the child should be adopted and attained. The most distinctive feature of modern society is its science based technology. Thus, the Nigerian National Policy on Education (2013) stated that the Government recognizes education as an instrument per excellence for effecting national development.

Education is a fundamental human right enshrined by United Nations and the need to provide quality education among youth and the need to provide them with necessary skills for increased economic productivity has been of great concern worldwide(Peter, 2005). Taneja (2004) asserted that education is the deliberate and systematic influence exerted by the matured person on the immature through instruction and discipline. The essential elements in the education process are a creative mind, a well-integrated self, useful purpose and experiences related to the interest, need and abilities of the individual.

Improvisation according to Mogbo (1994) refers to the invention, construction, collection, creation, modification, production and substitution of material for teaching in the absence of professionally made ones. Improvisation involves the act of making suitable substitute for the real thing. It also involves designing and or constructing an equipment or tool by a caregiver or with the help of some carpenters, blacksmith, and trade centers. Alterhaug (2004) noted that when caregivers improvise instructional materials, they generate new processes in which learning insight and knowledge acquisition beyond basic level of learning can be achieved thus providing a platform for further development in a variety of contexts. In other words, the activity of the caregivers which aimed at improving the sensory experience of the ideal is regarded as improvisation. The caregivers are to show positive attitude towards the improvisation of instructional materials in the absence of professionally made ones. They are to be aware that the era of mere rhetoric has gone when textbooks and chalkboard were the only way out.

Different researchers (Umar, 2011; Chiyyere, 2009 and Augustine, 2013) have previously investigated the effect of instructional materials on the academic performance of students. However, none of these researchers conducted study to examine the attitude of caregivers towards improvisation of instructional materials particularly in Ilorin East Local Government area of Kwara State. Hence, this is the research gap which the study wants to fill.

The use of instructional materials to facilitate learning among children cannot be over-emphasized. Despite how important instructional materials are, some schools and even government seem not to be able to provide instructional materials because of the cost. Teachers also are not helping matters as many of them do claim that their take home pay cannot take them home. This situation has made many teachers to neglect the use of instructional materials in the classroom. And the lack of instruction materials has partly

been responsible for the poor performance of pupils in school. Scholars have suggested improvisation of instructional materials from local resources as one way of addressing this problem. Hence, there is need to investigate the attitude of caregivers towards improvisation of instructional materials, particularly in Ilorin East Local Government area of Kwara State where study of this nature has not been carried out.

Research Question

This research question was raised to broaden the focus of this study;

1. What is the attitude of caregivers towards improvisation of instructional materials in Ilorin east local government area of Kwara state?

Research Hypotheses

- H₀1: There is no significant difference in caregivers' attitude towards improvisation of instructional materials on the basis of gender.
- H₀2: There is no significant different in the attitude of caregivers to the improvisation of instructional materials on the basis of teaching experience.
- H₀3: There is no significant difference in the caregivers' attitude to the improvisation of instructional materials on the basis of academic qualification.
- H₀4: There is no significant difference in the caregiver's attitude to improvisation of instructional materials on the basis of school type.

Methodology

The study adopted a descriptive survey research design. The target population for this study includes all pre-primary and lower basic school caregivers in Ilorin east local government area of Kwara State. Simple random sampling was used to select 170 caregivers from 17 pre-primary schools. Researchers designed questionnaire titled 'Questionnaire on Caregivers' Attitude towards Improvisation of Instructional Materials' (QCATIIM) was used for data gathering. The research instrument has 18 items, with four likert type scale, measuring caregivers' attitude towards improvisation of instructional materials. The research instrument was validated by lecturers in the Department of Early Childhood and Primary Education, Kwara State University. Test-retest method was used to test the reliability of the research instrument. The questionnaire was administered twice on an interval of two weeks, to 20 caregivers who were not part of the participants. Pearson Product Moment Correlation was employed to determine the reliability coefficient which yields the reliability coefficient of 0.80. The data gathered was analyzed using frequency count, percentages, mean, independent t-test and Analysis of variance (ANOVA) at 0.05 level of significance.

Results

Research Question: What is the attitude of primary school caregivers to the improvisation of instructional materials in Ilorin east local government area of Kwara State?

Table 2: Attitude of primary school caregiver to the improvisation of instructional materials in Ilorin east local government area of Kwara State

| S/N | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|-----|--|----------------|----------|----------|-------------------|------|
| 1 | Improvisation of instructional materials is the best way to make learning real | 119(70.0) | 42(24.7) | 4(2.4) | 5(2.9) | 1.38 |
| 2 | Improvising materials may help pupils to assimilate easily | 107(62.9) | 56(32.9) | 5(2.9) | 2(1.2) | 1.42 |
| 3 | Pupils' mental development is enhanced when use instructional materials while teaching | 93(54.7) | 71(41.8) | 5(2.9) | 1(0.6) | 1.49 |
| 4 | Improvisation of instructional materials makes teaching interesting for pupils | 101(59.4) | 56(32.9) | 8(4.7) | 5(2.9) | 1.51 |
| 5 | Improvising instructional materials engender pupils' memory | 76(44.7) | 80(47.1) | 10(5.9) | 4(2.4) | 1.66 |
| 6 | Improvising of materials encourage pupil's exploration | 67(39.4) | 86(50.6) | 14(8.2) | 3(1.8) | 1.72 |
| 7 | Improvisation of instructional materials facilitate teaching and learning process | 99(58.2) | 57(33.5) | 13(7.6) | 1(0.6) | 1.51 |
| 8 | There is a need for caregivers' orientation so as change their perspectives on improvising instructional materials | 72(42.4) | 85(50.0) | 11(6.5) | 2(1.2) | 1.66 |
| 9 | Pupils academic performance is enhanced when materials are improvised | 83(48.8) | 71(41.8) | 12(7.1) | 4(2.4) | 1.63 |
| 10 | Improvising instructional materials saves caregivers efforts in teaching | 70(41.2) | 81(47.6) | 15(8.8) | 4(2.4) | 1.72 |
| 11 | Pupils are learning faster when instructional materials are improvised | 98(57.6) | 61(35.9) | 11(6.5) | | 1.49 |
| 12 | Improvising instructional | 76(44.7) | 78(45.9) | 12(7.1) | 4(2.4) | 1.67 |

| | | | | | | |
|----|---|----------|----------|----------|----------|-------------|
| 13 | materials promotes retentive learning Teaching without instructional materials is a waste of time | 80(47.1) | 42(24.7) | 35(20.6) | 13(7.6) | 1.89 |
| 14 | There is a need to train caregivers to be skillful in improvising instructional materials | 82(48.2) | 68(40.0) | 15(8.8) | 5(2.9) | 1.66 |
| 15 | Training should be conducted for caregivers on how to improvising instructional materials | 79(46.5) | 77(45.3) | 10(5.9) | 4(2.4) | 1.64 |
| 16 | I hate improvising instructional materials | 22(12.9) | 42(24.7) | 65(38.2) | 41(24.1) | 2.74 |
| 17 | because of challenge there | 62(36.5) | 82(48.2) | 19(11.2) | 7(4.1) | 1.83 |
| 18 | I am comfortable using instructional materials often use improvised materials when real objects are not available | 79(46.5) | 70(42.1) | 17(10.0) | 4(2.4) | 1.68 |
| | Weighted Mean | | | | | 1.68 |

Note: The figures in parentheses are in percentages

Decision: Negative: 0.00 – 2.49

Positive: 2.50 – 4.00

Table 2 showed the attitude of caregivers to the improvisation of instructional materials in Ilorin east local government area of Kwara state. The participant's responses to the following were good: Improvisation of instructional materials makes teaching interesting for pupils (Mean = 1.51), Improvising instructional materials engender pupils' memory (Mean = 1.66), Improvising of materials encourage pupil's exploration (Mean = 1.72), Improvisation of instructional materials facilitate teaching and learning process (Mean = 1.51), There is a need for caregivers' orientation so as change their perspectives on improvising instructional materials (Mean = 1.66), Pupils academic performance is enhanced when materials are improvised (Mean = 1.63), Improvising instructional materials saves caregivers efforts in teaching (Mean = 1.72), Pupils are learning faster when instructional materials are improvised (Mean = 1.49), Improvising instructional materials promotes retentive learning (Mean = 1.67), Teaching without instructional materials is a waste of time (Mean = 1.89), There is a need to train caregivers to be skillful in improvising instructional materials (Mean = 1.66), Training should be conducted for caregivers on how to improvising instructional materials (Mean = 1.64), I hate improvising instructional materials because of challenge there (Mean = 2.74), I am comfortable using instructional materials (Mean = 1.83), I often use improvised materials when real objects are not available (Mean = 1.68). The participants responded fairly to the following: Improvisation of instructional materials is the best way to make learning real

(Mean =1.38), Improvising materials may help pupils to assimilate easily (Mean =1.42), Pupils’ mental development is enhanced when use instructional materials while teaching (Mean =1.49), Pupils are learning faster when instructional materials are improvised (Mean =1.49). The weighted mean is 1.68 which is a numeric indicator that the attitude of caregivers to improvisation of instructional materials was negative.

Research Hypothesis One: There is no significant difference in caregivers’ attitude towards improvisation of instructional materials on the basis of gender.

Table 3: T-test analysis of the difference in caregivers’ attitude towards improvisation of instructional materials on the basis of gender

| Gender | n | Mean | Std. Deviation | t | Df | Sig. | Remark |
|--------|-----|---------|----------------|-------|-----|------|-----------------|
| Male | 60 | 30.2833 | 6.70464 | -.049 | 168 | .961 | Not Significant |
| Female | 110 | 30.3364 | 6.73656 | | | | |

Table 3 shows the difference in the caregivers’ attitude towards improvisation of instructional materials on the basis of gender. There was no significant difference in the caregivers’ attitude towards improvisation of instructional materials on the basis of gender ($t = -.049$, $df = 168$, $p > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05. This implies that gender had no significant influence on caregivers’ attitude towards improvisation of instructional materials

Research Hypothesis Two: There is no significant difference in the attitude of caregivers towards the improvisation of instructional materials on the basis of teaching experience.

Table 4: ANOVA result of the difference in attitude of caregivers towards improvisation of instructional materials on the basis of teaching experience

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|---------------------|-------------------------|-----|-------------|----------|------|
| Corrected Model | 178.746 ^a | 3 | 59.582 | 1.333 | .265 |
| Intercept | 96077.495 | 1 | 96077.495 | 2149.413 | .000 |
| Teaching experience | 178.746 | 3 | 59.582 | 1.333 | .265 |
| Error | 7420.101 | 166 | 44.699 | | |
| Total | 163856.000 | 170 | | | |
| Corrected Total | 7598.847 | 169 | | | |

Table 4 shows the difference in the attitude of caregivers towards the improvisation of instructional materials on the basis of teaching experience in Ilorin east local government

area of Kwara State. There was no significant difference in the attitude of caregivers towards the improvisation of instructional materials on the basis of teaching experience in Ilorin east local government area of Kwara State ($F_{(3, 166)} = 1.333$; $P > 0.05$). Since the significant value is greater than 0.05, the hypothesis is therefore not rejected in the light of the result

Research Hypothesis Three: There is no significant difference in the caregivers' attitude to the improvisation of instructional materials on the basis of academic qualification.

Table 5: ANOVA result of the caregivers' attitude to the improvisation of instructional materials on the basis of academic qualification.

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|---------|------|
| Corrected Model | 72.338 ^a | 3 | 24.113 | .532 | .661 |
| Intercept | 42631.621 | 1 | 42631.621 | 940.257 | .000 |
| Qualification | 72.338 | 3 | 24.113 | .532 | .661 |
| Error | 7526.509 | 166 | 45.340 | | |
| Total | 163856.000 | 170 | | | |
| Corrected Total | 7598.847 | 169 | | | |

Table 5 show the different in the caregivers' attitude to the improvisation of instructional materials on the basis of academic qualification in Ilorin east local government area of Kwara state. There was no significant difference in the caregivers' attitude towards the improvisation of instructional materials on the basis of academic qualification ($F_{(3, 166)} = .532$; $P > 0.05$). Since the significant value is greater than 0.05, the hypothesis is therefore not rejected in the light of the result

Research Hypothesis Four: There is no significant difference in the caregiver's attitude to improvisation of instructional materials on the basis of school type.

Table 6: t-test analysis of the caregiver’s attitude to improvisation of instructional materials on the basis of school type

| School type | n | Mean | std. deviation | t | Df | Sig. | Remark |
|-------------|-----|---------|----------------|------|-----|------|-----------------|
| Private | 61 | 29.7541 | 5.42112 | -819 | 168 | .061 | Not Significant |
| Public | 109 | 30.6330 | 7.33164 | | | | |

Table 6 shows the difference in the caregiver’s attitude to improvisation of instructional materials on the basis of school type. There was no significant difference in the caregiver’s attitude to improvisation of instructional materials on the basis of school type. ($t = -819$, $df = 168$, $p > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant level is greater than 0.05. This implied that there was no significant difference in the caregiver’s attitude to improvisation of instructional materials on the basis of school type.

Discussion of Findings

The findings of the study revealed that the attitude of caregivers to improvisation of instructional materials was negative. The negative attitude of caregivers may as a result of the fact that improvisation of instructional is very demanding and the caregivers are not the type that are willing to go through the long processes of improvising instructional materials. This finding of the study is in tandem with the findings of Abdulahi (2010) who discovered that the perception of teachers towards improvised instructional materials was negative.

Another findings of the study disclosed that there was no significant difference in the caregivers’ attitude towards improvisation of instructional materials on the basis of gender. This finding is in tandem with the submission of Fakomogbon (2000) that teachers should have a positive attitude towards the improvisation of instructional materials regardless of gender. In other words, male and female teachers are expected to have a positive attitude towards improvisation of instructional materials because their attitude will definitely influence their willingness.

Similarly, the findings of the study also unfolded that there was no significant difference in the caregivers’ attitude to the improvisation of instructional materials on the basis of academic qualification. This finding may be because the concept of improvisation cut across all the level of teacher education programme. Therefore, the concept is not just limited to any high level of teacher education. This finding corroborated the finding of Yusuf, Bello and Obafemi (2016) which revealed that teachers’ qualification had no significant influence on their attitude.

Conclusion and Recommendations

Based on the findings of the study, it can be concluded that the attitude of caregivers towards improvisation of instructional materials in Ilorin east local government area of Kwara state was negative. However, the following recommendations were made:

1. School owners should encourage caregivers to develop interest in improvising instructional materials.
2. Attendance at such seminars and workshop should be made compulsory for all caregivers as this will expose them to available local materials, skills and strategies needed for improvisation. This attendance should be used as one of the criteria for promotion and appointment as school headmaster/headmistress
3. The practical aspects of Improvisation of instructional materials should be incorporated into teacher training programmes

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