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ASSESSMENT OF THE SOURCES AND USE OF INSTRUCTIONAL MATERIALS BY TEACHERS IN PRIMARY SCHOOLS IN ILORIN METROPOLIS

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Abstract

It is traditional with teachers to source for and use appropriate instructional materials to aid teaching and learning. This study therefore centered on the sources from which teachers obtain the materials, its use as well as factors militating against their effective use. Impact of teachers' gender and years of teaching experience were also observed. The survey design was adopted, and two hundred teachers were sampled from primary schools in Ilorin Metropolis of Kwara State. One hundred and eighty three validly completed questionnaires were analyzed; a return rate of 92%. Research questions were answered using descriptive statistics while hypotheses were tested with the t-test and ANOVA statistics and inferences made at the 0.05 level of significance. The findings of the study revealed that teachers were open to sourcing instructional materials from within the school, government

supply, community and philanthropic donations; however their level of use was low. It was further revealed that inadequate training and re-training of in-service teachers and poor maintenance of instructional materials were some of the problems faced by primary school teachers among others. Significant differences were found in the use of instructional materials on the basis of gender and years of teaching experience. It was thus recommended that all teachers should make the use of instructional materials a priority irrespective of gender and their carrier level while the government should put in place constant training and re-training of in-service teachers.

Keywords: *Instructional Materials, Use, Teaching, Learning, Basic Education, Primary Teachers*

Introduction

Education has remained a social process in capacity building and maintenance of society for decades. It is a gateway for acquiring skills, relevant knowledge and habits for surviving in the changing world. Education is the cornerstone of any country's development as it continues to be the instrument for achieving economical, scientific and technological growth and development of any nation. As such, emphasis is being laid on getting it right from the foundational level and this brought about basic education in Nigeria (Okpalaoka, 2009). There is no gain-saying the fact that basic education is crucial to the overall development of any nation. It is not just an instrument for enhancing the life of individuals, Uko-Aviomoh (2005) stressed that it also lays the foundation for transforming the social, political and economic life of any nation.

The Federal Republic of Nigeria in her National policy on Education viewed education in Nigeria as an instrument "par excellence" and that which effects change and development both for the individual and for the nation (Okpalaoka, 2009). This shows that the country is relentless in its efforts towards the eradication of illiteracy and promotion of functional education and this has to be implemented from the grass root; that is basic education which is designed to be free and compulsory (UBE, 2004). Basic education is structured into six

years of primary and three years of junior secondary schooling, with the goals of ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning (Owolabi & Olorunlero, 2011). The envisaged change and development can only be birthed through a carefully planned and well implemented curriculum at all levels with the use of appropriate instructional materials; especially at the primary school being the bedrock of basic education.

The effective implementation of UBE programme requires proper selection and use of instructional materials by the school administrator and teachers in primary schools so as to enhance the teaching and learning process. Instructional Materials are materials of visual, audio and audio-visual category that helps to make concepts abstracts and ideas concrete in the teaching/learning process. They are also materials which the teacher uses in supplementing instructional efforts. As such, they are not just tools of technology but a systematic, integrated organization of machines hardware and software as well as the teachers for aiding educational instructional practices (Olawale, 2013). Okpalaoka (2009) stressed that instructional materials are those items which the teacher uses to make teaching and illustrations real and enjoyable. They refer to the totality of materials, devices and real life objects, improvised or look-alike materials employed in teaching and learning to facilitate the instructional process. Corroboratively, Awolaju (2016) portrayed instructional materials as materials designed to enrich the teaching and learning processes which includes a wide range of materials and devices, designed to provide realistic imagery and substitute experiences in order to enrich curricular experiences of many kinds; hence contribute to better learning.

The foregoing shows that instructional materials bridge the gap between the teacher and the learner as it reduces the chalk-talk syndrome that involves only the learner's sense of hearing which could result in a loose interest after sometime. As such, the role of instructional materials and its management towards the effective implementation of Universal Basic Education (UBE) programme in Basic (primary) schools in Nigeria is indispensable (Onyejemezi,

2002). Therefore, efforts should be geared towards ensuring the instructional material are carefully selected and used during the instructional process as primary school pupils learn more by direct involvement with concrete materials than through abstraction (Drews, 2007)

The School Board of Miami-Dade County (2011) recognized both internal and external sources from which instructional materials could be sourced. Similarly, the National Center on Accessible Educational Materials (2017) categorized these sources as national (The National Instructional Materials Access Center, NIMAC), commercial, free, locally created and sources and PACER Center and the National Center on Accessible Instructional Materials at CAST (2011) who categorized these sources as National Instructional Materials Access Center, accessible media producers, publishers, internet and locally created.

While different sources are open to teachers, its use has not been without some challenges. Roxanee (2012) identified some as teacher's professional knowledge and technical knowhow, environmental factors, time and financial constraints, poor maintenance culture, and unavailability of teaching aid. Similarly, Omariba (2012) identified lack of creative ability on the part of teachers as well as non-usage of available resources and lack of skills needed for manipulating information technology centered instructional materials. Irrespective of the challenges militating against its effective use, instructional materials should be put to judicious use to facilitate teaching and learning as this is necessary for the attainment of primary school educational objectives. Since instructional materials are the key for good implementation of the Universal Basic Education Programme, the failure to use them during the teaching and learning process may cause more harm than good to learners. It is important to note that any established school curriculum calls for ways or means of implementing it in order to reach the various levels because no discussion of curriculum is complete without suggestion about methods and means of implementation (Okoh, 2000).

The need for appropriating instructional materials to promote functional and quality education delivered at the primary school level is

the prime target of this research. It becomes necessary therefore, to investigate the proper selection and use of instructional materials for effective implementation of UBE programme in primary school in Ilorin Metropolis of Kwara State while providing answers to the following questions:

1. What are the sources from which instructional materials are selected for use by teachers in Ilorin Metropolis?
2. What problems do teachers assess as militating against effective use of instructional materials in primary schools in Ilorin Metropolis?
3. What is the level of teacher's use of instructional materials in primary schools in Ilorin Metropolis?
4. To what extent do teachers use instructional materials in teaching and learning processes in primary school in Ilorin Metropolis?

Hypotheses

The following null hypotheses formulated will be tested at $P < 0.05$ level of significance.

H_{01} : There is no significant difference in the use of instructional materials between male and female primary school teachers in Ilorin Metropolis.

H_{02} : There is no significant effect of years of teaching experience on the use of instructional materials among primary school teachers in Ilorin.

Methodology

The survey research design was adopted for the study. Survey is the systematic collection of data in a standardized form from an identified population through its representative sample. It may involve the exploration of an observed phenomenon like instructional materials selection and use being focused in this study. A survey may also involve the description in a precise form of the characteristics of individuals, groups, people or phenomenon in education like teachers, learners, schools, classroom settings and their interactions and interrelationships. The survey design is the most appropriate for this study because the information to be obtained through the representative

sample of the population will be used to describe their assessment of sources of instructional materials and use and as well test related hypotheses.

The population for this study comprised all primary schools in Ilorin Metropolis, Kwara State. Using the simple random sampling technique, 20 primary schools were selected. From each sampled primary school, 10 teachers were selected to make a total of 200 respondents. The instrument for this study was a researcher designed questionnaire on the selection, development and uses of instructional materials by primary school teachers in Ilorin Metropolis, Kwara State. The questionnaire for this research had five sections A, B, C, D and E. Section A focus on the personal information of the respondents, while Section B elicited information on sources of instructional materials. Section C was on development, Section D on utilization while Section E elicited information on problems related to use of the instructional materials. The 4 point Likert-type response scale was adopted. The instrument was face and content validated by measurement and evaluation experts while it was subjected to test-retest reliability and a coefficient of 0.73 was obtained. Research questions were answered using descriptive statistics and the hypotheses were tested using t-test and Analysis of Variance (ANOVA) statistics. Hypotheses were tested using 0.05 level of significance.

Results

For the purpose of this study, two hundred questionnaires were administered; however, one hundred and eighty three questionnaires were properly filled and retrieved; a return rate of ninetytwo percent (92%). The results of the data analysis begin by highlighting the background characteristics of the respondents before the answering the research questions and testing the hypotheses.

Research Question 1: *What are the sources from which instructional materials are selected for use by teachers in Ilorin Metropolis?*

In order to answer research question one, frequency and percentages was used. The output of the analysis is shown on table 1.

Table 1: Sources for Selecting Instructional Materials by Primary Schools in Ilorin Metropolis, Kwara State

S/N	SOURCES	N	AGREE FREQUENCY (%)	DISAGREE FREQUENCY (%)
1	Within the School	183	177(96.7)	6(3.3)
2	Teachers' Improvising	183	180(97.3)	3(1.8)
3	Governmental/non governmental	183	170(92.9)	13(7.1)
4	Within the Community	183	115(62.8)	68(37.2)
5	Philanthropic donations	183	145(79.3)	38(20.7)

As shown on the table 1, within the school (96.7%), teachers' improvisational practices (97.3%), Governmental/non governmental(92.9%), borrowing from within the Community(62.8%), and philanthropic donations(79.3%)were all sources for selecting instructional materials by primary school teachers in Ilorin Metropolis.

Research Question 2: *What is the level of teacher's use of instructional materials in primary schools in Ilorin Metropolis?*

In order to answer this research question, instructional materials were categorized into audio, visual, audio-visual, realia and teacher-improvised in order to determine primary school teacher's level of use as shown on table 2.

Table 2: Level of teacher's use of instructional materials in primary schools

Level of Use	Frequency	Percentage (%)
Low	119	65
Moderate	64	35
High	0	0
TOTAL	183	100

As shown on the table 2, 119(65%) of teachers are low users of instructional materials, 64(35%) were moderate users while none of the teachers were high users. This shows that primary school teacher's use of instructional materials in Ilorin Metropolis of Kwara state was low.

Research Question 3: *What problems do teachers assess as militating against effective use of instructional materials in primary schools in Ilorin Metropolis?*

In order to answer this research question, frequencies of agreement and disagreement were collated in relation to each stated problem. The outcome of these is shown on table 3.

Table 3: Problems teachers assess as Militating against Effective use of Instructional Materials

S/N	PROBLEM	N	AGREE Frequency (%)	DISAGREE Frequency (%)
1	Inadequate funding	183	154(84.1)	29(15.8)
2	Poor maintenance culture of teachers	183	122(66.7)	61(33.4)
3	Inexperience in the use of instructional materials by some teachers	183	121(66.1)	62(33.9)
4	Diversion of funds by school administrators	183	113(61.8)	70(38.2)
5	Lack of interest in the use of instructional materials	183	132(72.1)	51(27.9)
6	Lack of in-service training and re-training	183	153(83.6)	30(16.4)
7	Poor storage facilities	183	136(74.3)	47(25.7)

As shown on table 3; inadequate funding (84.1%), Poor maintenance culture of teachers (66.7%), Inexperience in the use of instructional materials by some teachers (66.1%), diversion of funds by school administrators (61.8%), lack of interest in the development of instructional materials (72.1), lack of in-service training and re-training (83.6%), and poor storage facilities (74.3%) were all problems militating against the effective use of instructional materials in primary school in Ilorin Metropolis, Kwara State.

H₀₁: *There is no significant difference in the use of instructional materials between male and female primary school teachers in Ilorin Metropolis.*

Hypothesis one (H₀₁) was tested using t-test statistics as shown in Table 4.

Table 4: t-test summary on the difference in the use of Instructional Materials based on Gender

Gender	N	Mean	Std. Deviation	Df	Cal. T	P-Value	Decision
Male	60	8.9000	1.54810	180	-2.969	.003	Rejected
Female	122	9.6803	1.72136				

As shown in table 4; the P-value: 0.003 is less than sig value: 0.05 and so the decision is to reject H_{01} . This means that there is a significant difference in the use of Instructional Materials by male and female teachers in Primary School in Ilorin Metropolis, Kwara State. The female teachers were found to be having a higher mean use of instructional materials compared to males.

H_{02} : *There is no significant effect of years of teaching experience on the use of instructional materials among primary school teachers in Ilorin.*

Hypothesis one (H_{02}) was tested using Analysis of Variance (ANOVA) statistics as shown in Table 5.

Table 5: ANOVA Summary table on the difference in the use of Instructional Materials by Primary School teachers based on years of experience

Source	Sum of Squares	Df	Mean Square	F	P-Value	Decision
Between Groups	33.665	2	16.833	5.922	.003	Rejected
Within Groups	511.592	180	2.842			
Total	545.257	182				

As shown on table 5; the P-value: 0.003 is less than sig value: 0.05 and so the decision is to reject H_{02} . This means that there is a significant effect of years of teaching experience on use of instructional materials by primary school teachers in Ilorin Metropolis, Kwara State; therefore, Scheffe's post hoc was carried out to find out where the differences lie as displayed on table 6.

Table 6: Scheffe's Test of difference in teachers' use of instructional materials by experience

Years of Experience	N	Subset for alpha = 0.05	
		1	2
10 years & above	44	9.0227	
6-9 years	64	9.1406	
1-5 years	75		9.9600
Sig.		.932	1.000

Means for groups in homogeneous subsets are displayed.

As shown on table 6, teachers with 1-5 years' experience have the highest mean of 9.9600 while those with 10 years and longer experience have the least mean usage of instructional materials. Those with 6-9 years appear to bridge the two groups and have shown signs of weakness.

Discussion of Findings

The findings of this study revealed that primary school teachers in Ilorin Metropolis sourced for instructional materials from within the School, they improvised from existing realia, governmental/non-governmental organizations, outside their school of teaching, philanthropic donations and charity donations. In line with the findings of School Board of Miami-Dade County (2001) and National Center on Accessible Educational Materials (2017), this shows that while a variety of sources for getting instructional materials are open to primary school teachers, their level of use was low. This agrees with the findings of Abubakar and Ema (2015) indicating that there is no utilization of instructional resources in senior secondary school. Efforts should be geared towards ensuring that teachers put to effective use available instructional materials to as studies by Effiong, Oji and Ogiri (2015) that the academic achievement of learners exposed to instructional materials during lessons are improved. Further to this, Okudo and Omotuyole (2013) raised arguments for the utilization of locally made resources for effective teaching and learning and communicative competence development at the basic education level.

In line with the findings of Roxanee (2012) and Omariba

(2012), the findings of this study reveal that primary school teachers in Ilorin Metropolis were faced with the problems of inadequate funding, poor maintenance culture, inexperience in the use of instructional materials, diversion of funds by school administrators, lack of interest in the use of instructional materials, lack of in-service training and re-training, and poor storage facilities. This is also in line with the study of Okudo and Omotuyole (2013) which revealed that most of the teachers were not exposed to training programmes which would help to enhance their knowledge of utilizing locally made resources for teaching and learning. Furthermore, a significance difference was observed in the use of instructional materials by male and female teachers in primary schools Ilorin Metropolis, Kwara State. The mean values recorded show that female teachers use instructional materials more than male teachers. This is in line with the study by Apondi (2015) which revealed that female teachers were more predisposed than the male teachers in terms of using of instructional materials. The result of a study by Islahi and Nasreen (2013) also revealed that females generally possess the personality traits necessary to become effective teachers to a higher degree than males did.

There was also a significant difference in the use of instructional materials in primary school in Ilorin Metropolis, Kwara State on the basis of years of experience while teachers with one to five years of experience brought about the significance. While this finding disagreed with studies reported by Agharuwhe (2013) which revealed that a positive relationship was found between teachers' effectiveness and their years of experience with inexperienced teachers being less effective than more senior teachers, it showed that early-career teachers put instructional materials to use more than mid and late-career teachers, though no significant difference was observed between early- and mid-career teachers. This could be as a result of lack of in-service training and re-training being one of the problems militating against the effective use of instructional material as reported by primary school teachers. There seems to be evidence of burn out among late-career teachers and this appears to be influencing the middle-career teachers which could be as a result of lack of motivation. According UNESCO International Institute for Education Planning (2017), students learn

more in classrooms with highly dedicated and motivated teachers. As such, raising the motivation and status of teachers as well as organizing time-to-time in-service training and re-training of teachers would go a long way to refreshing and updating teacher's knowledge which is vital to improving the quality of basic education delivery.

Conclusion and Recommendations

Primary school teachers have a variety of sources from which instructional materials can be selected and as such the culture of using them should be imbibed for effective and efficient implementation of the primary school curriculum. In spite of the problems militating against the effective use of these instructional resources, while the government as well as head teachers should see to making provision for instructional materials in primary schools, primary teachers own the responsibility of circumventing the challenges militating against the effective use of instructional materials being the primary implementer of the Basic Education curriculum; in order to ensure that learning objectives at the basic level of education is achieved as well as justify teacher training efforts. The effective use of instructional materials by teachers should therefore be a priority to primary schools teachers irrespective of gender and at all career levels as this has proved effective for achieving instructional objectives with children owing to the fact that as primary school pupils learn more by direct involvement with concrete materials than through abstraction. Based on the findings of the study, the following recommendations were made:

1. The government, community and philanthropic should continue to provide primary schools with up to date instructional materials.
2. The government through the Ministry of Education should organize time-to-time in-service training and re-training of teachers on the use of instructional materials as well as encourage the use of instructional materials and put sanctions on defaulters.
3. The primary schools administration should make efforts to ensure that available instructional materials are properly stored and maintained.

4. Primary teachers should acquaint themselves with the use of instructional materials irrespective of gender and career level.

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