International Journal of Innovative Social & Science Education Research 12(2):24-27, April-June, 2024

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Improvisation Of Instructional Materials In The Teaching Of Primary English Language Among Schools In Bakori Local Government, Katsina State.

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ABSTRACT
Education plays a vital role in every aspect of the development process. Along this line Nigeria has come up with educational plans that will create social changes. The Universal Basic Education (UBE) programme is one of these plans that has been designed and launched to provide sound education to the youth, who are by far left behind in the entire world process. English Language as a core subject in primary schools plays an important role for the attainment of this purpose, the potential and instructional materials are paramount in this regard of the UBE. This research work intends to provide for the UBE to produce the desired result. It is in support of this background that, this paper looks into the role of improvisation of English Language teaching material for the effective teaching materials in primary schools in Bakori Local Government Area, Katsina State. Innovation in education is the act of producing new things that are important and that will enhance teaching and learning effectively. Improvisation is the act of making science teaching and learning materials form locally available resources or as not only the production of important substitution of materials or real thing, rather it is activity in promoting curiosity, alertness, endurance and perseverance, all of which are indispensable to science. In a nut shell, improvised instructional materials are teaching materials design and produce from the available local materials in order to enhance effective teaching and learning in school.
Keywords: English Language, Improvisation, Instructional materials, Resources for improvisation. National Development

INTRODUCTION

The emergence of various educational innovations could be seen as a bold step for enhancing sustainable national development. Since 1960's, the Nigeria education has consistently undergone far – reaching and meaningful changes. These changes occurred as a result of the 1960 curriculum conferences, which reviewed the impact of colonialism in the content of Nigerian education and later proffered various recommendations. These recommendations were based on the yearning of the Nigerian society. Though, the new National Policy on Education hobbles due to legion of constraints, but it still serve as a greater achievement in Nigerian educational expansion. The idea of the UPE and UBE was initiated at that national curriculum conference. This study does not intend to provide comprehensive review of the aspect of the UBE programme but discusses the following: Concept of the English Language Place Of the UBE in Nigeria education context Objectives Of Primary Education Aspect of Primary English Language The Concept Of Instructional Materials The Concept Of Improvisation And Its Role In Teaching English

Language in Primary School Effective teaching of any subject does not only stimulate students' interest in the subject, but also enhances applicability of the concept in real life situations. To achieve effective teaching and learning process in primary schools where students/pupils assimilate based on what they see, there is the need for the use of relevant instructional materials. The importance of improvisation of instructional materials cannot be overemphasized. Improvised materials help to arouse and sustain learners' optimism and enthusiasm; access expert assistance and technical support; stay informed of innovative development, confidence to share ideas with other teachers; interpret research and statistical data, diplomatically handle students' resistance; align improvised materials with curriculum guidelines and timelines; and develop materials to cater for individual learner's needs in overcrowded classrooms. The use of improvisation in teaching makes the concept more practical and subsequently reduces abstractions. Locally produced instructional materials encourage creative expression and foster experimentation, sensitive to tactile and visual experience (Balogun., Barth &Tanko, 2000). Again, they are cost effective, because they could be obtained from the local environment. They are generally very safe to use during demonstrations and experiments; it might not be inciting injuries, which means it could be hazard free. Improvised capable of in instructional materials give teacher/students the pride of using their talents, allows a teacher to reproduce his potentials, in concrete form and increase teacher's knowledge of the subject matter (Shodeind, 2015). In addition, improvisation of instructional materials serves as a motivation to learners in as much as they participate in the activities during the production of the materials and also arouse learners' interest. Motivation for improvisation is very important in the teaching and learning process as the use of these materials minimizes concerns about breakage, repair and loss since they are readily available in the environment. It informs both students and teachers that alternatives for some of the conventional science teaching materials are possible. . It c experiments with the materials around them. It also shows that people can do scientific experiment could lead to the discovery of new knowledge, and students' talents may be discovered. Using improvised instructional materials assist teachers economically and may make students more interactive. Beyond these, it makes students make use of their intellectual ability in the process of teaching and learning (Onasanya, & Omesewo, 2011). The instructional materials locally made using resources in the environment as alternative is called improvised instructional materials. These will include pictures, beads, lock and lockets, tread in making costume, toys, flashcards, worksheets, maps, atlases, globes, graphs, charts, posters and others. Improvised instructional materials may not be identical with the traditional one; therefore teachers should be skilful in their handling and using them (Mberekpe, 2013). The teacher initiates the production of the alternative resources, which can be constructed by either the teacher or the local artisans e.g. carpenters, blacksmiths and others. The teacher may use the students for improvising some of the needed materials or equipment. This may help to develop creativity and the spirit of resourcefulness among the teacher and the students. Most importantly, the teacher should make sure that these materials produced or substituted will be able to serve the same purpose as the traditional instructional materials (Mberekpe, 2013).

Statement of Problem

The teaching of English language, over the years has been faced with various problems ranging from the absence of relevant instructional materials in the class to the teacher factors. Instructional materials make teaching and learning more understandable, meaningful and easy. In spite of the benefits of instructional materials to teaching and learning, the scarcity of the instructional materials has hindered, to some extent, the efficiency of teaching and learning of English language. In view of these difficulties, most teachers of English language still resort to the theoretical method of teaching the subject. This poses a serious problem. Through these experiences, the researchers have observed that most teachers in Bakori Local Government do not use instructional materials in the teaching of English language to their pupils. Therefore, one can say that lack of instructional materials in primary affect the performance, interest and attitude of students towards learning the language. This forms the premise on which this study is undertaken.

Objective of the Study

The main motive for this study is to find out learning experiences that are not within the immediate classroom environment that will create a good learning atmosphere.

The study will also help the learners to focus their attention during teaching-learning process. This study intends to find out the necessary motive of using improvisation method to promote the students' increase the rate of learning at the same time allow the teachers to use more time on other gainful activities in their various places of services. The study also investigates the positive and negative attitude of English language teachers towards the use of instructional material in teaching English language. The study will sensitize both the pupils and the teachers that alternatives for some of the instructional materials that are possible. It will also help us to achieve the set out educational objectives through the use of improvise instructional materials in teaching. Literature Review Poor academic achievement in English language could be attributed to many factors among which teachers' strategy itself is considered as an important factor. This implies that the mastery of English language might not fully be achieved without the use of instructional material. The teaching of English language without instructional materials may certainly result in poor academic achievements Daramola (2008). Franzer, Okebukola and Jegede (1992) stressed that a professionally qualified teachers of English no matter how well trained will enable to put his ideas into practice if the school setting lacks the equipment and material necessary for him or her to translate his competence into reality. Bassey (2002), opined that art of teaching is resource-intensive and in a period of economic recession, it may be very difficult to find some of the electronic gadgets and equipment for the teaching of English language in schools adequately. A situation that is further compounded by the galloping inflation in Nigeria. Obioha (2006) and Ogunleye (2002) reported that there were inadequate resources (Teaching Aids Inclusive) for teaching in most primary schools in Nigeria. They further stated that the available ones were not usually in good conditions. There was need, therefore improvisation. Adebinpe (1997) and Daramola (2008), however, noted that improvisation demands adventure, creativity, curiosity and perseverance on the part of the teacher, such skills are only realisable through well-planned training program was on improvisation.

METHODOLOGY

This research work was designed to investigate improvisation of instructional materials in the teaching and learning of English language at the primary level. The study aimed at finding whether variables like instructional materials, teachers' improvisation and use of instructional materials enhance student academic performance. Hence, the study should be delimited to 20 English language teachers and 200 pupils in some school primary schools in Bakori Local Government Area. Gradually, however, the study would focus on the use of descriptive method towards achieving a random sampling in the selected primary schools of the research area. The 20 selected English teachers would be derived from Kakumi, kandarawa, and Bakori town using a random sampling. The two hundred pupils would also be chosen from the three aforementioned areas to provide a full-pledged data for hold research work. The questionnaire of the pupils had two sections-background details and familiarity with the instructional materials. The section of background details include items such as gender, age, class in school, home town etc.

RESULTS

The finding of this study showed that most schools do have instructional materials media for teaching and learning purposes. Even when some of these materials are available, some teachers do not use them always. As regard improvisation, more teachers should show more interest and ingenuity for effective learning to take place. The free response item shows that if teachers can be more creative and resourceful, some items which are not expensive can be used in the classrooms. The result of this study would be significant to students, pupils and teachers because it will help them to have basic information, skills and knowledge of English language without any hitch or facility of data.

CONCLUSION

This study demonstrates the need for teachers to be trained in the use of improvisation of instructional Materials. The study also revealed the need for teacher's access to resources for improvisation of instructional materials. Finally, the study revealed that principals and teachers response do not significantly differ. The study has found out that instructional materials are very essential for any meaningful learning to take place in primary schools. The acquisition of sound knowledge at primary school level, which lays a solid foundation for further educational achievements of a child, depends largely on the teachers' ability to rouse pupils' interest towards learning. Also, the study discovered that reluctance in the use of instructional materials by the primary school teachers can hamper the achievement of qualitative primary education.

RECOMMENDATION

Since teachers needs training to be able to use local materials to explain concepts to students, and only trained teachers can use improvised materials to make learning very clear, Government should organize trainings, workshops, and seminar for teachers to enable them build skills in the use for improvisation of local materials. Principals and teachers don't often access improvised materials in the school for teaching and do not have a well-equipped resources unit that can be accessed for the improvisation of teaching materials, Government through the Ministry of Education should ensure public schools have resource unit where teacher could access materials for improvisation.

ACKNOWLEDGEMENT

This research was conducted under the sponsorship of TETfund Institution Based Research (IBR) 2023 given to Isa Kaita College of Education Dutsinma Katsina State.

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