

## Pre-Service Teachers' Problems of Improvisation of Instructional Materials in Social Studies in Ekiti State University

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### Abstract

This study examined problems of improvisation of instructional materials in Social Studies by pre-service teachers in Ekiti State University. The population for the study comprised all Social Studies pre-service teachers in the Faculty of Education. The sample consisted of 90 Social Studies pre-service teachers selected from 200, 300 and 400 levels. Simple random sampling was used to select 90 out of 220 consisting of 34 males and 56 females. The instrument used for the study was a questionnaire titled Problem of Improvisation of Social Studies Instructional Materials Questionnaire (PISSIMQ) designed by the researchers. The validity of the instrument were ensured by Social Studies experts who determined the face value and appropriate of the instrument in measuring pre-service teachers' problems of improvisation of instructional materials in Social Studies. Test-re-test method of reliability was adopted for the instrument and the reliability coefficient of 0.70 was obtained. The data collected were analysed using t-test and ANOVA statistical tools. The study revealed that there is no significant difference in problem of improvisation of instructional materials between male and female pre-service teachers. It was also discovered that there is no significant difference in the problem of improvisation of instructional materials among the levels of pre-service teachers. It was therefore recommended that pre-service teachers should be encouraged to be resourceful by improvising necessary instructional materials to enhance teaching and learning when the real objects are not available.

**Keywords:** Improvisation, Pre-Service Teachers, Problems, Instructional Materials, Social Studies.

### Introduction

Social Studies is a subject that assists learners to become more competent for living in the modern world. It also enables them to develop insight into human relationship, social values and attitudes. For the above aims and goals to be achieved, teachers of Social Studies including the pre-service teachers need to bear in mind all necessary ingredients of learning, such as methods, techniques, devices and instructional materials that can be used for effective teaching and learning of the subject.

Instructional materials are the essential tools needed to aid teaching and learning effectively and efficiently. Fadeiye (2005) saw instructional materials as visual and audio visual aids, concrete or non-concrete which the teacher uses to promote teaching and learning activities in Social Studies. Kochhar (2012) defined instructional materials as very significant learning and teaching tools. He stressed further that teachers should find necessary materials for instruction to supplement what the textbook provides in order to broaden concepts and arouse students' interest in the subject. Oluwagbohunmi and Abdu-Raheem (2014) referred to instructional materials as materials used by teachers to aid explanations and make learning of subject matter understandable to the students during teaching learning process.

In their different studies, Iyamu (2000) and Kolawole (2004) attested that provision of high quality learning materials and facilities such as conducive classroom, furniture, teaching aids, such as periodicals, slides, film strips, computer, office accommodation, log books chairs, tables, libraries and good working space are very essential for quality education. Aguba (2005) asserted that the availability or non availability of essential educational resources have direct impact on teacher's ability to perform and not perform and also an indirect impact on teacher's motivation and satisfaction.

According to Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) instructional materials help teachers to teach with ease and learners to learn without stress. They noted that instructional materials appeal to the senses of seeing, touching, smelling, feeling and hearing. Ajayi and Ayodele (2001) opined that the availability of adequate instructional materials in schools enhanced the effectiveness of instructional delivery and supervision. Akomolafe (2001) emphasized that a lot of improvement have been accomplished in education due to the use of instructional materials. Omirin (2004) and Eniyewu (2005) also agreed that it is very important to use instructional materials during teaching and learning to make students acquire more knowledge and to promote academic standard.

In addition, Oluwagbohunmi (2008) asserted that students enjoy leaning through the use of instructional materials and the best way to assist them to learn is to introduce them to real life situation. For effective teaching and learning to take place, Abdu-Raheem (2011) suggested that improvisation of local and simple instructional materials by Social Studies teachers has become necessary for the uplift of academic standard. She stressed

further that “the improvisation of some of the teaching aids from local materials will go a long way to enhance students’ performance.

Jekayinfa(2012) alerted that teachers can substitute from available materials such as clay for molding, copy games for more production, construct globes out of local materials including calabashes combined with paper mache which can also be used to cast topographical maps. She also highlighted the importance of improvisation of instructional materials as making learning concrete and real, substitutes one thing for another, allows the students to participate in the production of materials, economical and more teacher- student resource oriented. Kamarise (2014) noted that improvisation is a means of providing a very close substitute of an item of instructional materials when for reasons of availability, size, cost, handling risk etc the real object cannot be made available in the classroom for instructional purpose.

Akinleye (2010) noted that effective teaching and learning requires a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic. Kochhar (2012) explained that text-book needs to be supplemented with other aids like the workbooks, test items, charts and films for students to be able to acquire the expected learning in terms of knowledge, understandings, skills of learning, behavioural skills and attitudes. Oso (2011) also agreed that the best way for teachers to make use of their manipulative skills is to improvise so as to achieve their lesson objectives at least to a reasonable extent.

Considering the opinions of the scholars, improvisation of locally made and unsophisticated instructional materials by teachers including pre-service teachers will go a long way to standardize teaching/learning, promote students’ performance and improve quality of education generally. Despite the advantages of improvisation of instructional materials for the teaching and learning of Social Studies, it is a challenge to teachers at all levels of education in Nigeria, since most teachers are teaching with irrelevant materials or without any material.

In their own study, Wan Ng and Alan (2010) explained that despite the background and previous experiences of students applying for teacher education courses, in universities and colleges, it is necessary to research into the changing beliefs of pre-service teachers to help them develop as self-regulated, critically reflective professionals. Teo (2010) also agreed that pre-service teachers should be provided with the tools and experiences that will be used regularly in their future roles as teachers, as teaching has become a highly complex activity.

Improvisation of instructional materials in Nigerian schools is essential because of the financial constraints battling education sector and the country generally, which make it impossible for the government to provide instructional materials in schools. Resourceful and skillful teachers including the pre-service teachers are encouraged to improvise necessary instructional materials to improve the quality of teaching and learning and also promote academic standard in Nigerian schools.

### **Statement of the Problem**

It has been observed that most teacher and pre-service teachers in higher institutions of learning such as Colleges of Education and Universities were teaching and learning in abstract. It has also been noted that instructional materials are not available in schools due to poor financial situation of schools. It was also discovered that lack of instructional materials in schools is affecting the performance of pre-service teachers adversely. This paper therefore aims at investigating problems of improvisation of instructional materials by pre-service Social Studies teachers in Ekiti State University.

### **Research Hypotheses**

1. There is no significant difference in problems of improvisation of instructional materials between male and female Social Studies pre-service teachers.
2. There is no significant difference in the problems of improvisation of instructional materials among levels of Social Studies pre-service teachers.

### **Methodology**

A descriptive research design of the survey type was adopted for the study. The population for the study consisted of all pre-service Social Studies teachers in the Faculty of Education, Ekiti State University. The sample comprised 90 Social Studies pre-service teachers randomly selected from 200, 300 and 400 levels. The instrument for the study was a questionnaire titled “Improvisation of Social Studies Instructional Materials Questionnaire (ISSIMQ) designed by the researchers. The validity of the instrument was confirmed by Social Studies experts through face and content validity procedures. The reliability of the instrument was ascertained through test-re-test method and the reliability coefficient of 0.70 was obtained. The data collected were analysed using t-test and ANOVA statistical tools.

## Results and Discussion

### Results

#### Hypothesis 1

There is no significant difference in problems of improvisation of instructional materials between male and female Social Studies pre-service teachers.

Table 1: t-test Showing Problems of Improvisation of Instructional Materials by Male and Female Social Studies Pre-Service Teachers.

Group	N	Mean	SD	Df	t-cal	t-table
Male	34	28.94	2.79	88	0.348	1.980
Female	56	28.75	2.36			

$P > 0.05$

Table 1 shows that t-cal (0.348) is less than t-table (1.980) at 0.05 level of significance. This implies that there is no significant difference in problems of improvisation of instructional materials between male and female Social Studies pre-service teachers. The null hypothesis is therefore accepted

#### Hypothesis 2

There is no significant difference in the problems of improvisation of instructional materials among the levels of Social Studies pre-service teachers.

Table 2: One-way ANOVA Showing Problems of Improvisation of Instructional Materials among Levels of Social Studies Pre-Service Teachers.

Source	SS	Df	MS	F-cal	F-table
Between Groups	18.562	2	9.281	1.190	3.04
Within Groups	1162.431	149	7.802		
Total	1180.993	151			

$P > 0.05$

Table 2 shows that F-cal (1.190) is less than F-table (3.04) at 0.05 level of significance. It implies that there is no significant difference in the problems of improvisation of instructional materials among levels of Social Studies pre-service teachers. The null hypothesis is hereby accepted.

### Discussion

The study revealed that there is no significant difference in problems of improvisation of instructional materials between male and female Social Studies pre-service teachers. The finding is in line with Kolawole and Arikpo (2001) who confirmed that there is dearth of instructional materials and equipment in schools generally. It is also related with Oluwagbohunmi and Abdu-Raheem (2014) who discovered that there is no significant difference between problems of improvisation of instructional materials between male and female sandwich undergraduate students.

The study also confirmed that there is no significant difference in problems of improvisation of instructional materials among the levels of Social Studies pre-service teachers. The finding is related with that of Fadeiye (2005) who observed that some of the much-needed instructional materials that can promote teaching and learning were not improvised by Social Studies teachers.

### Conclusion

It was concluded in the study that there is problem of improvisation of Social Studies instructional materials between male and female and among levels of Social Studies pre-service teachers in Ekiti State University.

### Recommendations

1. Pre-Service teachers of Social Studies should see the improvisation of instructional materials as a matter of urgency during teaching to improve the quality of education in Nigerian schools.
2. Supervisors of Pre-Service teachers should emphasize improvisation of necessary instructional materials by pre-service teachers during Teaching Practice to enhance students' academic performance and promote quality of teaching in schools.

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