



**INSTRUCTIONAL MEDIA RESOURCES IMPROVISATION BY TEACHERS FOR EFFECTIVE
INSTRUCTIONAL DELIVERY IN PUBLIC SECONDARY SCHOOLS IN NIGERIA**

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ABSTRACT

Instructional media resources are very important for effective teaching in the public secondary schools in Nigeria. The print, non-print and electronic media resources serve different purposes in disseminating educational information to the students through the teachers. It is a pity that many of these instructional media resources were not provided for in the public secondary schools especially the state-owned secondary schools are not well equipped with necessary instructional media resources by the government as a result of this, teachers were not utilizing or inadequately utilizing the instructional media resources for teaching. This situation makes teaching passive and unproductive leading to poor product participation in teaching-learning activities and poor retention of learning leading to poor academic performance. It is then recommended that teachers should improvised for available instructional media resources with local materials in their environments apart from this, they should publish books to the library every session, collaborate with students in improvising instructional media resources such as chat, model, scarce apparatus among others. All these could be done through the learning of skills in media improvisation.

Keywords: *Instructional media resources, Teachers, Teaching and media improvisation*

Introduction

Instructional media resources (IMR) are essential for productive and effective teaching in secondary schools. Professionals in the educational sector such as teachers, educational managers, educational bodies or agencies are aware of indelible role instructional media resources play in instructional delivery and promotion of learning in all level of education (Egunjobi, 2012). Instructional media resources play the role of sharing educational information between the teacher and the learners. They facilitate effective presentation of instruction and promote learning more effectively than verbal method of presenting instruction. These IMR are categorized as print, non-print and electronic media (Ogunwuyi, 2018). It is not a mere saying that, IMR motivate learning, making learning enjoyable with changing symbols, sounds, images with specific effects during presentation (Taiwo, 2008). More so, they

help teachers to teach difficult concepts, ideas and serving as reducer of boredom on the part of teachers (Aleburu, 2008).

Secondary schools teachers in Nigeria are aware of the indelible role of instructional media resources. First, IMR are essential part of the process of planning a lesson for effective delivery. Second, they are important for the establishment of any secondary school either private or public. Third, they are important for the training process of any pre-service teacher in any teacher training institute such as colleges of education, National Teachers' Institute (NTI) and faculties of education in some Nigerian universities.

The Centre for Education Technology (CET) established in the School of Education in Colleges of education in Nigeria is a structure that acquires the design, production, maintenance and storage of IMR for availability, prompt accessibility and utilisation for instructional delivery with the help of experts who are well-trained in designing and production of media resources. It is also noted that every secondary school teachers must be exposed to these media resources and how to utilise them for instructional delivery. Apart from this, it is compulsory for every pre-service teacher to pass educational technology as a compulsory course at NCE and undergraduate levels in the colleges and faculties of education in any university in Nigeria. The course is to expose the teacher on how to design, produce and utilise media resources for effective teaching during their teaching practices at pre-service stage and during professional practices.

Based on the above statements, it has been proven that, the use of instructional media resources has been found to be effective contributor to the academic achievements of social studies' students and teachers in secondary schools (Olajojo, 2013). More so, IMR are functional and structural policy of curriculum implementation in secondary schools in Nigeria but the utilisation of IMR in the secondary schools in Nigeria especially in the public secondary schools are not encouraging perhaps due to non-availability of IMR. The inadequate and irregular utilisation of IMR in teaching of secondary schools by the teachers has made teaching passive, discouraging students' participation. The situation has led to poor comprehension and retention of learning by both students. The final result is poor learning outcomes or academic performance on the part of the students in public examinations.

The Concept of Instructional Media Resources

Instructional media resources are information carriers that are used by teachers to facilitate instructional delivery process because they are essential for sharing educational information between the teachers and students (Ogunwuyi, 2018). Instructional media resources are materials and tools locally made or imported that could help in teachers' and learners' creativity and open opportunity for teachers to use media resources for instructional delivery (Shinohara, 2013). They are objects and devices that could assist the teacher to make the instruction delivery clearer to the learners (Isola, 2010). They are also regarded as physical objects which provide sound, visual or both in the sense organ during teaching (Agina-Obu, 2005). Based on the above definitions, instructional media resources are physical objects, devices, tools and human designs that work more effectively than verbal instructions of teacher to foster the presentation of teaching objectives in the classroom.

However, instructional media resources according to Mbarika, Sakar and Raju (2005), Abdo and Semela (2010) and Sithole and Lumadi (2013) are print, non-print and electronic resources that may be items, objects or equipment that are designed to disseminate information to the students in instructional process such as charts, pictures, recordings, computer of different kinds, projectors, radio, television and internet resources among others, which have great impact on teaching and learning. They are utilised to record, store, preserve, transmit and retrieve information for the purpose of enriching teaching and to assist teacher in presenting, illustrating and processing teaching in a better way (Taiwo, 2008). Instructional media resources are expected to yield positive outcomes when utilised effectively for instructional delivery in any level of education. The expected outcomes were listed by Taiwo (2008), that



it aids retention of information, reducing teachers' labour increasing effectiveness and efficiency of teaching, stimulating students' interest especially when using still and motion pictures. Others positive outcomes of utilisation of instructional media resources are: aiding reality of experience, stimulation of self-activity, clarification of abstract information via diagram, and enhancing vocabulary developments through audio tapes among others (Egunjobi, 2012; Taiwo, 2008).

They are also all means of communication which may include graphic, animation, audio and motion pictures, others are periodicals, newspapers, magazines film materials, video, multi-media materials, among others. IMR however can be improvised for by teachers in case of inadequacy and non-availability. Findings showed that students who were taught with improvised instructional media resources achieved better than those who were taught with conventional instructional method (Oladijo, Ojebisi, Olusinde & Isola, 2011). Utilisation of instructional media resources can be determined by many factors such as availability and accessibility of media resources (Olaajo, 2013; Jude & Dankaro, 2012) proficiency on the part of teachers (Onifade, 2013), adequacy of instructional materials (Akindoju, Nwagwu, Akintoye & Avoseh, 2014); and awareness on the part of teachers (Fakomogbon, Olanrewaju and Soetan, 2015). Other factors motivating the utilisation of instructional media resources include improvisation of media resources by teacher, power supply, readiness to use the instructional media resources, among others (Ashaver & Igyuve, 2013). Also, Ogunwuyi (2018) found that media resources utilisation was determined by emotional intelligence, improvisation and self-efficacy of teachers.

Inadequate Instructional Media Resources in Nigerian Secondary Schools

There is no doubt that libraries and laboratories are the major custodians of Instructional media resources in secondary school in Nigeria because many print, non-print and electronic media resources are stored in them. It is said that most of these media centres in the secondary schools in Nigeria especially the state-owned public secondary schools are not functional. According to Fayokun (2011), there was lack of functional and virile libraries in both primary and secondary schools and most available school libraries were deplorable for lack of current supplementary reading textbooks, reference materials and inadequate furniture, accommodations not accessible to the students, no provision of computer/ internet to access and browse information for class subjects which has resulted in the non-challant attitude of the youth towards patronizing the libraries. She stated that, no budget and fund have been earmarked for proper maintenance and replenishment of stock. The libraries are not well staffed with professional librarians or teacher-librarians among others hence, media resources centre are not functional. This situation has been earlier pointed out by Oladejo, Ojebisi, Olosunde, Isola (2011) that there was inadequate resources for teaching secondary school students in Nigeria and the available resources are not in good conditions, so there is need for media resources improvisation.

It is expected of the government to establish functional libraries for the promotion and development of reading skills and encourage long term reading habits as stipulated in Nigeria Policy on Education. The government is expected to provide up-to-date instructional resources to keep teachers and students abreast of development in all subject areas. Apart from the school libraries, laboratories such as Biology, Chemistry, Mathematics, Computer, Language laboratories among others should also be well equipped with necessary instructional resources or technologies but many of these laboratories lack specimens, equipment and necessary apparatus for proper training of secondary school students. No wonder, the rate of academic failure is common among secondary school students in public examination in Nigeria.

The necessary instructional media resources in the science laboratories would greatly help to demonstrate many abstract concepts to the learners in a more practical way. The language laboratories for example, should contain audio, visual and audio-visual resources such as projectors, video, television, radio, tape players and recorders, microphones, speech trainers among others. It is expected that the school should be supplied with electricity or alternative power supply to power the electric media

resources such as projectors, video recorder, audio recorders, radio, and television among others. In practice, many laboratories are just mere stores.

If economic recession and the high cost of procurement of electric media resources or gadgets for teaching school subjects could hinder the government to supply schools with instructional media resources for teaching in secondary schools as at 2002, what can we say at this present time that the economy of the country has gone worst? This question was answered by some teachers that were interviewed recently that the government could not provide instructional materials or resources adequately for teaching in Nigerian secondary schools. It was discovered that the inadequate and non-availability of instructional media resources are common to all secondary schools especially the state-owned public schools. This is because secondary school education funding is not given priority by most states in Nigeria.

Many educationalists had pointed out that government and schools authorities had failed to procure necessary instructional media resources in schools and teachers could not use their irregular and meager salary to purchase IMR for teaching. This is supported by the discovery of Taiwo (2008) that most schools in Nigeria are poorly resourced and teachers were unable to improvise for IMR because of lack of motivation on the part of government and heavy workloads. The most troubling aspects of this issue is the fact that most teachers taught learners without instructional media resources and indicated that they used them in teaching in their lesson plan. Based on this, there is need for media resources improvisation on the part of the teachers. Egunjobi and Ogunwuyi (2017) pointed out that improvisation requires creativity and innovation on the part of the teachers and such skills are realizable through creative procedures and processes.

Media Resources Improvisation and Instructional Delivery

Media improvisation is a creative and innovative characteristic that a teacher should possess for him/her to be recognized as a professional teacher. Media improvisation is the provision of unavailable instructional media resources for effective teaching with the local materials. “It is an important skill that every school teacher must possess to function effectively in the classroom” (Taiwo, 2008). Media improvisation is an innovative work behaviour of a classroom teacher, it encompasses media idea generation (creativity), media idea promotion among other teachers and school authority and media idea implementation in the classroom (innovation), (Ogunwuyi, 2018). According to Adu and Adu (2014), media resources improvisation is associated with the use of local materials when commercially and professionally produced materials are not available. It involves creating suitable substitute of unavailable media resources (Adu & Adu, 2014). Media resources improvisation requires innovative, resourcefulness and creative ability in both thinking and manipulative dexterity (John, 2009). Improvised media resources have been found to be useful in enlarging the limited knowledge base of any course of study and enrich instruction to a guaranteed quality (Udosen, 2011; Ibe-Bassey, 2012).

Media resource improvisation can be hindered by many factors that have been identified by scholars. Taiwo (2008) has shown that Nigeria schools are poorly resourced in term of availability and adequate teaching-learning resources especially audio, visual and audio visual media resources. Nwabunwanne (2009) pointed out that poor attitude of teachers toward improvisation, lack of prerequisite media improvisation skills as a result of deficiencies in pre-services training and poor interest of students in media improvisation are major problems of media resources improvisation in Nigeria schools. This is supported by Ereazor, Opara, Nnajiolor and Chukwukere (2012) that poor creativity and innovation, poor motivation laziness on the part of teachers and time constraints were attributed to inability to improvised for media resources and the reasons for media resources improvisation was pointed out by Kabi’u (2014) that Nigerian schools are short of relevant media resources due to socio-economic and political background of learners and high cost of ready-made media resources.

According to him, schools in Nigeria are poorly resourced in term of availability and adequate teaching-learning resources especially audio, visual and audio-visual media resources. Improvisation is the act of using available resources in one's locality to produce teaching aids when the original form was not provided by the necessary authority. Improvised media resources have been pointed out to function as a bridge between scientific theory and reality especially when models are utilised in teaching of science subjects (Gilbert & Arsela, 2003). Utilisation of improvised media are potent to stir the participation of students in the learning process and developing ability to communicate, making ethical decision and do critical thinking during teaching-learning processes (Kinscharer, Sweller & Clerk, 2007), this will also have a lasting impression on the students thereby enhancing their academic performance.

Improvised media have been found to be effective promoter of cognitive, affective and psychomotor skills of learners, inductive discovery, attentive listening, non-verbal communication, creativity and innovation teaching-learning processes (Shinohara, 2013 & Ogunwuyi, 2018). Media resources improvisation of teachers should be encouraged because of many benefits that it would bring to the public secondary school teaching and learning processes. For teachers in all subject areas to improvise for IMR, they should have known the content of the curriculum, the objectives to be derived from the subject syllabus and skills, attitudes and knowledge of learners in which the IMR is prepared. Others are identification of needed material for producing the IMR and evaluation of improvised IMR through the teachers, students and schools administrators for instructional effectiveness through testing of the product with representative sample of the target audience.

Conclusion

As a matter of fact, media resources utilisation for instructional delivery among teachers in secondary schools was poor as result of inadequate provision of IMR in secondary schools and most of the media centres in the secondary school are like empty rooms, hence it is mandatory for teachers in secondary schools to improvise for instructional media resources in their special academic areas as government has failed to provide all necessary media resources for teaching and learning activities.

Recommendations

Since the reasons for the non-utilisation or inadequate utilisation of instructional media resources have been identified with and the effect shown to be poor retention of learning, non-participation of students in instruction and academic failure or poor academic performance of secondary school students, the following are recommended for the teachers on how to make media resources available for utilisation through improvisation.

- i. Teachers should publish textbooks in his/her subject area at least every five years. This could be done in collaboration with their colleagues in the same subject area for print materials to be available for teaching. This will also serve as a source of income for them.
- ii. Teacher should donate, at least a current textbook written by other authors in their subject areas to the library at every session for the availability of print IMR in the library.
- iii. Teachers should produce at least a chat, picture and other cheap print IMR in their subject area at every academic term and utilise them in instructional delivery.
- iv. Teachers should go for refresher course and self-sponsored training in media resources improvisation to be re-equipped with necessary skills in creativity and innovation for constant media improvisation in secondary schools. Despite the fact that they have been exposed to educational technology lessons and other related courses in their pre-service training years relating to media production and utilisation, they still lack technical knowledge in media resources improvisation. It is however important for them to go for adequate professional training on media resources improvisation.



- v. Teachers should endeavour to attend computer training programme and learn how to use the internet. This will help them to get current materials on various topics in their subject areas. It is assumed that teachers with high computer efficacy should assist others to learn it and also help the school to design a web page with a software package because it will allow teachers to place standard lesson materials on internet for students to download and read.
- vi. The extra-curricular activities and the school club such a Jet club, farmers' club, homemakers club, debate society, press club among others should be used for the purpose of media improvisation by the teachers using the students as collaborators. For instance, many scientific apparatus and equipment could be improvised for by the teacher using the students through the use of discarded materials around the environment. Apparatus or equipment such as magnifying glass, bankers, funnels, electromagnet, metre rule, concave and convex mirror, test tube holders could be improvised for using local materials or substitute that are similar.
- vii. School librarians also need to work out and collaborate with school teachers in moving a motion on practical approach on media improvisation for school teachers. Due to the professional competence of librarians, they can expose teachers to different media resources available, how to design, produce and utilise media resources more for effective teaching by brainstorming and robbing mind together.
- viii. School authorities also need to endeavor to collaborate with old Students Association and Parent-Teachers Association in order to assist in financing media improvisation to enhance teaching and learning processes.
- ix. State government through ministry of education should also collaborate with school management on how to embark on media resources improvisation campaign among teachers in secondary schools.

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