

Effective Utilization of Improvised Material for the Teaching of English Language Among Students of Secondary Schools in Ogun State, Nigeria

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Abstract

The study examines the effective utilization of improvised materials for the teaching of English language for the improvement of Teacher education programme in secondary schools in Ogun State, Nigeria. English is a major language being used as medium of expression, interaction and instruction in the teaching and learning process in Nigerian school system. The study adopted a descriptive survey design, the population for the study consisted of all secondary school teachers in Ogun State, Nigeria. The sample comprised of seven hundred and fifty (750) teachers, from Imekon-Afon, Yewa South and Yewa North Local Government Area of Ogun State, Nigeria. Simple random sampling techniques were used to select 250 teachers from 10 schools from Imekon-Afon Local Government Area, while 250 teachers each were also selected from both Yewa South and Yewa North Local Government Area of Ogun State. One research question was raised while one research hypothesis formulated was tested at 0.05 level of significance. The instrument used for the study was a self-designed questionnaire. The data collected were analyzed using percentage and regression analysis. The study indicated that, there is positive significant relationship between improvisation of instructional materials for teaching and learning of English language in schools for the improvement of teacher education programme. It was concluded in the study that improvisation of instructional materials in schools can be a predator of the improvement of teacher education programme in Nigeria. It was therefore recommended that all education stakeholders should join hand together to improve the use of necessary instructional materials in the school system in order to improve teacher education programme in the country.

Keywords: *Improvised, Instruction, Development, Utilization, Materials*

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Background to the Study

It is perhaps repeating the obvious to observe that English is a second language in Nigeria and that is, should be taught as much, but experience and research have shown that it cannot be taken for granted that those who teach English in Nigeria schools appreciate this. Indeed, most of the time, English is taught as if it were a foreign or mother tongue. It is necessary therefore to highlight the distinction between these types of language teaching (Oyetunde & Umolu, 1999). English is a second language in Nigeria not necessarily because it is the second language, the average Nigerian child acquires or learns after his mother tongue. It is known fact, that some children learn it as the third or even the fourth language. English is a second language because of the many important roles it plays in the Nigerian society. For example, it is a common language in Nigeria, a language of communication between and among people from different linguistics backgrounds. It is also the official language, that is, the language of government, the judiciary, the mass media and commerce. It is also the language used to interact with the outside world. Perhaps of particular interest in this discussion is the fact that English is the language of education. Beyond the very elementary level of schooling, English becomes the medium of instruction and a subject in the curriculum. The National Policy on Education (1981) leaves no one in doubt about this; "government will see to it that the medium of instruction in the primary school is initially the mother tongue or the language of the immediate community and, at a later stage, English.

The status of English as a second language implies that it "plays a very key function in the social, professional and educational life of Nigeria" (Banjo, 1989). Indeed, to be regarded as an educated Nigerian, according to Banjo, some level of proficiency in English is required. He justifies this as follows: If an educated man is defined in Nigeria as one who has had at least secondary education, then no Nigerian who speaks English can be regarded as being educated. The reason for this should be obvious: English is a key subject at the medium of instruction before the end of the primary level. One important implication of all these is that English has to be taught and learned very well. According to Trimble (1985), "It is a question of ensuring that pupils have a complete mastery of the language, an ability to use it which is almost second nature." This certainly would not be the case if English were a foreign language in Nigeria. One doesn't really need to master a foreign language thoroughly. A foreign language is usually needed for very limited purposes. This was the status of the French language in Nigeria, until regarded as a foreign language in Nigeria. This is because one does not need to learn French very well, or learn it at all, to participate effectively in the life of the country. This distinction needs to be borne in mind by teachers.

It is also important to point out that English is not the mother tongue of any ethnic group in Nigeria, and this means that its teaching in schools is not a question of refining a language already known. Over 95% of Nigerian children depend on the school to learn English. One important implication of this is that the school must compensate for what the home or the immediate environment cannot provide. This situation is compounded by a host of adverse conditions. Examples include overcrowded classrooms, lack of textbooks and

other basic instructional aids, students' exposure to substandard varieties of English, poor reading culture, lack of motivation on the part of students, teachers' incompetence in the language and students' varying levels of proficiency in English. These realities are unfortunately a common feature of most public schools setting in Nigeria.

It is important to clearly establish what our goals of English language teaching should be. Some of these are apparent from what has been said, but it is good to isolate these in specific terms. According to the National Policy on Education (1981), the basic objectives of English language teaching are to give children permanent literacy and “the ability to communicate effectively”. Banjo (1989) amplifies this in his observation that instructional efforts should be geared towards helping the Nigerian child to become a bi-or trilingual “who is endowed with the requisite skills to enable him to interact fully and efficiently in the national life and make a success of his career”. He elaborates on this as follows: The Nigerian school boy has to learn how to behave appropriately In English, which is a second language, over a wide area which we define as the national life of the country, and he has to behave both in written and in spoken English. Perhaps what need to be added is that type of English that is taught and learn should not only be nationally accepted but be internationally intelligible. As Adejare (1995) argues, from inception, the ELT user embarks on an educational career whose final goal could be contact with educated users of English the world over, it is only reasonable for him to learn the world wide dialect. If the need arises to acquire other non-standard dialects, this would be easily achieved at no cost whatsoever, whereas the reverse is not the case.

Improvisation of instructional materials becomes more relevant and crucial now that Nigeria economy is not buoyant and the government finds it extremely difficult to fulfill its basic obligations to its citizens (Fadeiye, 2005). Jekayinfa (2015) also agreed that with the dwindling financial support for schools in Nigeria, it becomes difficult to buy the resources needed. She then suggested that the best option for most resourceful teachers is to improvise the materials for the teaching and learning of social studies. According to Obioha (2006), there were inadequate resources for teaching in college of education in Nigeria and the available ones are not in good condition. He therefore, recommended improvisation. Onabanjo and Iyawe (2016) submitted that improvisation of instructional materials refers to making instructional aids in time of need using locally available materials and equipment. Oriji (2006) also defined improvisation as the art of creativity substitute for the original or real thing. He believed that the substitute can take design of the real or original materials with as much high precision as possible.

According to Odor and Azeke (1986), improvisation involves the use and production of lookalikes to facilitate instruction. Also Khia (2008) also encouraged teacher to use adequate aids and also improvise in order to dish out a zero defect approach while teaching the greater tomorrows. In addition, Adu (2002) opined that improvisation calls for sacrifice, creativity, time, planning, ingenuity and cooperation of all stakeholders as well as worthwhile training in skill acquisition which cannot be compromised. Belinger (2004) confirmed that improvisation of instructional materials greatly enhances

dialogues, scenes, plays that approximate real life communication, provides a dynamic format in which language skills can be introduced and reinforced. Ogbondah (2001) in Abd-Raheem (2013) therefore recommended teacher's resourcefulness and improvisation where there is dearth or shortage of instructional materials. Ogundele (2002) posited that students remember all the topics or lesson of English language or a subject by using resource materials better than more listening and learning. Abiodun-Oyebanji and Adu (2007) saw instructional materials as all things that are used directly or indirectly for the purpose of supporting, facilitation, influencing or encouraging the transmission or acquisition of knowledge, competence, skills and know-how.

Orij (2008) also agreed that English language teachers can teach so many concepts using improvised materials instead of real objects or equipment depending on the resourcefulness of the teachers to explore and avail themselves of the rich recourses within the environment. Considering the opinion of researchers on the merit of improvisation of instructional materials it can be deduced that if properly implemented it will go a long way to promote standard of education, and also improve the quality of graduate produced by developing the intellects, enable them to acquire special skills, attitude and values and broad their minds to be able to build and sustain the country.

Objectives of the Study

The objective of the study is to examine the relationship between improvisation of instructional materials for teaching and learning of English language.

Research Questions

Is there any relationship between improvisation of instructional materials for teaching and learning of English language?

Research Hypothesis

There is no significant relationship between improvisation of instructional materials for teaching and learning of English language.

Methodology

A descriptive research design of the survey type was used for the study. The population for this study comprised of all secondary school teachers in Ogun State while the sample consisted of 750 teachers from Imeko-Afon, Yewa South and Yewa North local government areas of Ogun State. Simple random sampling was used to select 250 teachers teaching English language from Imeko-Afon local government, 250 teachers teaching English language from Yewa South and 250 teachers also teaching English language were selected from Yewa North Local Government Area of Ogun State. In Imeko-Afon local government, 25 secondary schools were chosen and each of these schools, ten (10) teachers teaching English language were selected, also in Yewa South and Yewa North local government, 25 secondary schools were chosen each and in each of the schools 10 teachers teaching English language were chosen. The administration of instrument was done through research assistants.

Simple random sampling was used to select the instrument used for the study which was a self designed questionnaire. One research question was raised and one hypothesis formulated was tested is 0.05 significance. The data collected were analyzed using percentage and regressing analysis.

Presentation of Analysis/Result

Is there any relationship between improvisation of instructional materials for teaching and learning of English language?

The answer to this question is presented in table 1 below.

Table 1: Improvisation of instructional materials for teaching/learning of English language

S/N	ITEM	SA	A	D	SD	X	Phi
1.	Adequate learning materials are needed to promote learning and improve performance of students in schools.	86 (63.9)	274 (36.1)		----	3.64	0.279*8
2.	With the dwindling financial support for schools in Nigeria, the best option to promote education and economy improvisation.	152 (20.0)	608 (80.0)		----	3.20	0.600*
3.	Improvisation is act of creating substitute that can take the place of the real or original materials with as much precision as possible.	273 (35.9)	487 (64.1)		----	3.20	0.282*
4.	Improvisation will enhance teaching and learning in schools.	333 (43.8)	397 (52.2)	30 (3.9)	----	3.40	0.632*
5.	Improvisation of instructional materials greatly enhances dialogues, scenes, appeals to the sense organs and makes learning practical, vivid and pragmatic.	333 (43.7)	398 (52.4)	30 (3.9)	----	3.40	0.632*
6.	Improvisation calls for sacrifice, creativity, time, planning, ingenuity and cooperation among stakeholders.	154 (20.3)	576 (75.8)	30 (3.9)	----	3.16	0.924*
7.	Improvisation calls for adventuring creativity, curiosity, perseverance, resourcefulness and dedication on the part of teachers.	283 (24.1)	577 (75.9)	----	----	3.24	0.518*
8.	Improvisation of locally made materials usually tailored to meet the local challenges at very cheap or no cost at all.	699 (92.0)	61 (8.0)	----	----	3.92	0.893*
9.	Improvised materials encourage class participation since they can be sourced by students.	486 (63.9)	244 (32.1)	30 (3.9)	----	3.56	0.735*
10.	Improvisation makes the brain to process information quickly and improves students' ability to learn.	488 (64.2)	272 (35.8)	----	----	3.64	0.284*
11.	Improvisation activities assist students to achieve the set goals and objectives.	307 (40.4)	423 (35.8)	30 (3.9)	----	3.36	0.651*
12.	Improvisation is a challenging but exciting activity for students and teachers.	366 (48.2)	211 (27.8)	152 (20.0)	31 (4.1)	3.20	0.653*
13.	Improvisation enhances performance of skills as well as the concepts of harmonic progression.	487 (64.)	182 (23.9)	60 (7.9)	31 (4.1)	3.40	0.893*
14.	Improvisation gives room for students to become useful for future responsibilities.	345 (32.2)	364 (47.9)	151 (19.9)	----	3.12	0.344*
15.	Improvisation of instructional materials in schools can be a predictor of sustainable development in Nigeria.	221 (27.8)	519 (68.3)	30 (3.9)	----	3.24	0.797*

* P < 0.05, percentage responses are enclosed in parentheses.

Table 1 presents the relationship between improvisation of instructional materials for teaching/learning of English language. The value of Phi (O) coefficient ranges from 0.279 to 0.924 (Ø) statistics for all the items under consideration indicate the strength of relationship or association existing between improvisation of instruction materials for teaching and learning of English language is positive and significant at 0.05 level. It implies that improvisation of instructional materials for teaching and learning process of English language.

Research Hypothesis

There is no significant relationship between improvisation of instructional materials for teaching/learning of English language.

Table 2: regression analysis showing the influence of improvisation of instructional materials on sustainable development

Model	B	Standard error	T	Sig. T	R	R ²	F
Constant	61.410	1.107	55.465	.000			
Improvisation of instructional materials	1.210	.038	32.097	.000	.759	.576	1030.239

P<0.05

Table 2 shows that there is significant relationship between improvisation of instructional materials for teaching/learning of English language ($r = .759$, $F = 1030.239$, $P < 0.05$). Therefore, the null hypothesis which states that there is no significant relationship between improvisation of instructional materials for teaching/learning English language is not accepted. Improvisation of instructional materials accounted for about 58% of the total variation in sustainable development.

Discussion of Findings

Respondents agreed that there is need for the improvisation of instructional materials to teach English language in secondary schools which is the best options for the promotion of education. 96% of the respondents agreed that improvisation of instructional materials could be a great benefit to the learners, teachers, educational stakeholders and the nation in general. The respondents also agreed that improvisation of instructional materials could be a predictor of sustainable development in Nigeria. This was supported by Ikem (2014) who observed that improvisation serves as economic sustainability of any nation educational system.

The study is also in line with that of Adediran and Abdul-kareem (2012) as they concluded that usage of improvised instructional material in the classroom help the teacher to effectively manage the classroom situation as this result to improve teaching.

Conclusion

Based on the observation of the study, it was concluded that improvisation of instructional materials in schools could improve the quality of English language teaching in Nigeria for quality educational system.

Recommendations

1. Students and teachers should be encouraged to be dedicated, creative, cooperative and resourceful to make improvisation of instructional materials in schools possible and successful to teach/learn English language.
2. Parents and educationist should give both moral and financial supports to schools to make improvisation of instructional materials in schools a reality.
3. Government should give regular training and workshops on improvisation of instructional materials in order to enhance effective teaching of English language.
4. Government should encourage the teachers in terms of better salaries and incentive for enhancing the zeal to improvise instructional materials.
5. English language teachers should make efforts to improvise instructional materials for effective English language teaching in schools.

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