



Assessment of English Language Teachers' Competency in Improvised Instructional Materials Usage in Ondo State, Nigeria

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ABSTRACT

This study was carried out on assessment of teachers in the use of Information and Communication Technology (ICT) in teaching; A case study of public primary schools in Okitipupa Local Government Area of Ondo State. Descriptive survey research design was adopted for the study. The population of the study comprised, teachers. The sample size of the study was Two hundred (200) respondents, related through a simple random sampling technique.

The research instrument used was self-developed and entitled "Questionnaire on Assessment of Teachers in the Use of Information and Communication Technology: A case study of Public Primary Schools in Okitipupa Local Government Area of Ondo State". The research instrument was validated by the supervisor of the researcher and two experts in test and measurement. The reliability of the research instrument was determined through test retest method at two weeks interval. 0.74 coefficient reliability was obtained. Based on the findings, conclusions were made that: primary schools teachers were aware of advantages of the use of ICT for pedagogical tasks. Also, that teachers were not trained for ICT usage, during their teacher education programme. Hence, teachers could not use ICT for teaching activities. Based on the conclusions, recommendation were made that primary schools teachers employers should endeavor to organize workshop for primary schools teachers in ICT utilization. ICT as a cause should be integrated into the curricula of teacher education at all levels etc.

Keywords: Assessment, Competency, Improvised, Instructional materials.

Background to the Study

The use of instructional materials are in vogue in all sectors of education globally . This is accentuated by the rapid advancement in science and technology that heralds the 21st century. The fast advances of Information and Communication Technology (ICT), in recent times, has correspondingly revolutionized the educational sector into making teaching and learning flexible. Instructional materials have provided flexibilities in teaching and learning. For instance, with the use of instructional materials, students can learn at a faster rate thus, achieving good academic performance (Oyekan ,2001). With this relevance, the emergence of Educational Technology research has considerably delved into evaluating the influence of using ICT in teaching and learning through research. Researches in the domain are mostly concerned with the impact of ICT on students' academic engagement and performance (Youssef and Dahmani, 2008; Kolog, Tweneboah, Devine and Adusei, 2018). Globally, a position has been taken on the use of ICT in teaching and learning setting.

The United Nation's 2030 Agenda for sustainable development is one of the international bodies that require a UN member country to implement ICT as instructional materials as a way of promoting education. Under the goal 17 of the UN international policy framework, the UN recognizes the importance of ICT as a tool for nation building. Through effective integration of ICT, the UN aims to enhance international cooperation and access to science, technology, and innovation (STI). What is more, the agenda aim "to promote the development, transfer, dissemination, and diffusion of environmentally sound technologies to developing countries on favourable terms" (UN, 2015, p.31). This implies that the UN agenda for 2030 intends to entirely "operationalize the technology bank and science, technology and innovation capacity building mechanism for the least developed countries by 2030. This is to enhance the use of enabling technology, in particular information and communications technology." (UN, 2015), by extension in the nations' educational sector.

In line with the aforementioned strategies, the Nigeria Policy on ICT in the 21st century, that underscore the need for Information and Communication Technology (ICT). Nigeria intends to integrate ICT in all sectors of the economy including education with priorities in learning, business, health, and governance (Ministry of Economic Planning, 2017). The nation quests is to integrate and implement instructional materials utilization in schools is based on the curriculum for basic education. In the Nigerian National Curriculum for Basic Education, the Ministry of Education (MOE) encourages teachers to use learning materials to facilitate and develop a knowledge-based society by equipping learners with knowledge and skills. Learning through ICT contributes to the foundation of knowledge-based society in developing the pupils' understands of knowledge and skills acquisition (MOE, 2010). Additionally, the use of instructional tools allows students to learn easily

Furthermore, with the roadmap and collective vision of the Agenda 2063, the African Union Commission in 2015 commits to speed-up action in the quest “to connect Africa through world-class Infrastructure, including interconnectivity between island states and the mainland, and with a concerted push to finance and implement the major infrastructure projects” (African Union, 2015, p.5). Therefore, instructional materials development is one of the top priorities. The idea is to transform Africa into “a continent on equal footing with the rest of the world as an information society, an integrated e-economy where every government, business and citizen have access to reliable and affordable ICT services by increasing broadband penetration by 10% by 2018, broadband connectivity by 20% points and providing access to ICT to children in schools and venture capital to young ICT entrepreneurs and innovators and migration to digital television broadcasting by 2016” (African Union, 2015).

The international benchmark on instructional materials competency framework for teachers, set by the United Nations Education, Scientific and Cultural Organization (UNESCO) in collaboration with various industrial leaders and global subject experts earmarked competencies necessary for teachers to teach effectively with instructional materials utilization. The framework stresses and focuses on teachers’ competencies on instructional materials usage. Most importantly the willingness to use ICT as instructional materials to help learners become collaborative learners, problem solving, creative learners are through effective utilization of ICT. This, in turn, transforms students into effective citizens and members of the workforce towards a sustainable development in this ever-increasing era of Information Technologies. The framework to empower teachers is structured into three stages of successive teachers’ development which intend to nurture teachers’ perception towards the use of ICT in education.

In the act of accelerating the activation of teachers’ perception on the use of instructional materials in teaching and learning, these stages include; technology literacy, knowledge deepening and knowledge creation (UNESCO, 2011). Erinsakin (2016), however contended that teachers’ occupy an important position in the use of instructional materials in schools. Several studies have been conducted on instructional materials and allied issues, particularly in English Language in Nigeria, considering the importance attached to the subject and a major language of instruction at various levels and forms of education in Nigeria. Observably, much have not been done empirically on assessment of effectiveness of English Language teachers in improvised instructional materials usage in Ondo State, Nigeria. It was this gap that made the researcher to carry out this present study.

Statement of the Problem

Instructional materials has been found to be effective tools in teaching and learning .Many developing countries ,Nigeria, inclusive are currently developing ICT as instructional materials to enhance effective teaching and learning in schools.. The current trends in education therefore requires a paradigm shift into a comprehensive use of the instructional materials in education several international studies that have been published showed that school teachers lack competencies on the use of improvised instructional materials as a pedagogical tool necessary for teaching and learning.

This has been identified as one of the causes of dwindling performance of students , academically in recent times. Thus, it is crucial to undertake this study on assessment of English Language teachers’ competency in improvised instructional materials usage in Ondo State, Nigeria.

Research Questions

The following research questions were formulated to guide the conduct of the study;

- i. What are the perceptions of teachers in the use of improvised instructional materials in teaching of English Language in Ondo State, Nigeria ?
- ii. Are public schools English Language teachers competent to use improvised instructional materials to teach English Language in Ondo State, Nigeria?
- iii. Are secondary school teachers trained for improvised instructional materials usage in Ondo State, Nigeria?

Purpose of the Study

The broad purpose of the study was on assessment of effectiveness of English Language teachers in improvised instructional materials usage in Ondo State, Nigeria assess teachers’ perception on instructional materials usage in teaching. The specific objectives were to:

1. Investigate the perceived perception of teachers on the use of improvised instructional materials in the teaching of English Language in Ondo State, Nigeria;
2. Determine whether English Language teachers are competent to use improvised instructional materials while teaching English Language in Ondo State, Nigeria ; and
3. Examine whether teacher are trained to use improvised instructional materials to teach English Language in Ondo State, Nigeria.

Significance of the Study

The following are the significance of the study to the stakeholder in education.

Firstly, the findings of the research will enable government to know English Language teachers' attitude towards improvised instructional materials usage in teaching and learning situation.

In addition, the result of the study will enable the providers of education in Nigeria to see rationale for equipping schools with instructional materials gadgets for teaching and learning.

Besides, the findings of the study will enable the school's curriculum planners to establish reasons and emphasizing the use of improvised instructional materials with teaching and learning ..

Lastly, the study will add to the existing literature within the confine of the study, thus, serves as a good source of reference materials for researchers in future. This will be made available or assessable to public through Open Educational Research (OER) etc.

Methodology

This study employed descriptive survey research design. This was because not every respondents could be covered. Hence, data generated on the sample size was generalized on the study population. This study population comprised, teachers at public secondary schools in Ondo State, Nigeria. The sample size of the study was Two hundred respondents ,selected through a simple random sampling technique. Ten secondary schools based on numerical strength criteria were selected and from each of the schools, twenty (20) teachers were selected.

A self-developed research instrument was developed by the researcher, titled, " Assessment of Effectiveness of English Language Teachers in Improvisation of Instructional Materials usage in Ondo State, Nigeria ", fashioned on Yes or No, answer.

The questionnaires were validated by an experts in test and measurement while, reliability of the instrument was determined through, test retest method at two weeks interval and 0.74 coefficient reliability was obtained. This made the researcher to adjudge the research instrument to be good enough for the study, due to the high value of coefficient reliability, obtained. Descriptive statistics (frequency counts and simple percentages) was implored to analyze data generated on the research questions.

Presentation of Results and Discussion of Findings

Presentation of Results

Research Question One: What are the perception of English Language teachers in the use of improvised instructional materials for teaching?

Table 1: Showing frequency counts and simple percentages on what are the perception of English Language teachers in the use of improvised instructional materials for teaching.

S/N	ITEMS	YES	%	NO	%
1.	The use of improvised instructional materials can enhance effective teaching	150	75	50	25
2.	Instructional delivery effectively could not be enhanced, using improvised instructional materials	20	10	180	90
3.	Improvised instructional materials will stimulate pupils' interests towards learning	168	84	32	16
4.	Improvised instructional materials often makes learning very boring to the learners	180	90	20	16
5.	Improvised Instructional materials improve retention ability among the learners	147	73.5	53	26.5
6.	Improvised instructional materials are barriers to learners' retentive ability	70	35	130	65

Table 1 showed results on research question one. On item (1), 150 (75%) and 50 (25%) among the respondents responded Yes and No. On item (2), 20 (10%) and 180 (90%) response were obtained for Yes and No. On item (3), 168 (84%) and 32 (16%) responses were obtained for Yes and No. On item (4), 148 (90%) and 20 (10%) responses for Yes and No were got. On item (15), 147 (73.5%) and 53 (26.5%), responses were obtained for Yes and No. Finally, on item (6), 70 (35%) and 130 (65%) responses were obtained for Yes and No.

Research Question Two: Are English Language teachers competent to use improvised instructional materials to teach?

Table 2: Showing frequency counts and simple percentages on are English Language teachers competent to use instructional materials to teach.

S/N	ITEMS	YES	%	NO	%
7.	I can use improvised instructional materials effectively for teaching	19	9.5	181	90.5
8.	I don't know how to use improvised instructional materials for teaching	171	85.5	29	14.5
9.	I lack ability to organize improvised instructional materials for teaching	124	62	76	38
10.	My ability to organize improvised instructional materials devices is good	48	24	152	76

11.	I perceived improvised instructional materials usage as very risky to my life p	126	63	74	37
12.	Improvised instructional materials is not dangerous to my life	90	45	110	55

Table 2 presents findings on research question two. On item (7), 19 (9.5%) and 181 (90.5%) among the respondents responded Yes and No. On item (8), 171 (85.5%) and 29 (14.5%) responses were obtained for Yes and No. On item (9), 124 (62%) and 76 (38%) responses were got for Yes and No. On item (10), 48 (24%) and 152 (76%) responses were also obtained. On item (11), 126 (63%) and 74 (37%) responses were obtained. On item (12), 90 (45%) and 110 (55%) responses for Yes and No were obtained, respectively.

Research Question Three: Are English Language teachers trained for improvised instructional materials utilization?

Table 3: Showing frequency counts and simple percentages on are English Language teachers trained for improvised instructional materials utilization

S/N	ITEMS	YES	%	NO	%
13.	I never received training on improvised instructional materials utilization for teaching .	141	70.5	59	29.5
14.	I was well trained for improvised instructional materials utilization during my teacher education programme .	38	19	162	81
15.	ICT instruction was fully integrated in the schools curricula during my schooling period	124	62	76	38
16.	ICT instruction is a new innovation in schools curricula in Nigerian schools.	119	59.5	81	40.5
17.	I offered ICT as a special course, during my teachers training programme	40	20	160	80
18.	Emphasis was never placed on ICT as a course during my teachers training programme	46	23	154	77

Table 3 revealed results on items (13), (14) and (15); 141 (70.5%) and 59 (29.5%); 38 (19%) and 162 (81%); 124 (62%) and 76 (38%) responses for Yes and No were obtained. On items (16), (17) and (18); 119 (59.5%) and 81 (40.5%); 40 (20%) and 160 (80%) and 46 (23%) and 154 (77%) were obtained for Yes and No, respectively.

Conclusion

Based on the findings of the study, conclusions were made that English Language teachers were quite aware of the values of improvised instructional materials to academic achievement. Also, that English Language were not competent and trained to use improvised instructional materials, and so on .

Recommendations

Based on the conclusions of the study, the following recommendations were made;

Firstly, teachers should be well enlightened on the need to be using improvised instructional materials whenever the need for it arises in teaching and learning setting.

Also, teachers and not only English Language teachers should be well trained on how to use improvised instructional materials in Ondo State, Nigeria.

Moreover, intensive teaching in teacher training programmes that covers using improvised instructional materials of ICT need to be urgently enforced .

Lastly, how to source for improvised instructional materials by teachers and principles as a course should be integrated into the teacher training programme curricula at all levels of teacher education programme.

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