



Deployment of Instructional Materials in Basic Schools in Nigeria: Impact, Challenges and Implications for Decision Making By School Administrators

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Abstract: The paper discussed the deployment of instructional materials in Basic schools in Nigeria, focusing on the impact of instructional and factors that have militated against the deployment of instructional materials in Basic schools in Nigeria. Secondary data were used in the paper. The data were collected from both print and online publications. The paper concluded that instructional materials have led to improvement in teachers' job performance and students' academic performance in the basic education level in Nigeria. The paper also concluded that poor funding of basic schools, poor improvisation, high cost of instructional resources, poor storage, poor planning, lack of maintenance, poor capacity building in instructional materials management and corrupt practices as factors that have militated against the deployment of instructional materials in the Nigerian basic schools. To address these problems, the paper hereby recommended that: the government should increase the funding of basic schools, School administrators should encourage teachers to improvise, government should subsidize instructional materials for schools and teachers, School administrators should provide a furnished room to be used as a store for the keeping of instructional materials, the federal and state governments should ensure that educational data were generated in time to ensure effective resource planning and allocation to the basic schools, and the government should deploy ICT facilities to monitor funds released for school administration at the basic school level

Keywords: Basic school, Instructional Materials, Performance.

Introduction

The school system is designed to function with the application and deployment of instructional materials. Instructional materials are very essential to the development of education. Instructional materials are one of the critical components of the educational system. According to Quadri et al., (2003), the usefulness of instructional materials is based upon the following ideas that learning is more likely to occur in a class where there is: active involvement of learners in the teaching-learning process; negotiation of individual learning objectives, opportunities for demonstration, practice and feedback; continuous evaluation of learning; and support for learners and teachers.

The objectives of the schools will not be fully realized without the deployment and utilization of various instructional materials. Instructional materials are teachers' tools for implementing the lesson

plan in the classroom. Instructional materials are educational resources that are useful for school administrators, teachers and students. Instructional materials are one of the most important educational resources in the school system that are used for supporting the implementation of teaching and learning programmes. Also, Esu, Enuokoha & Umoren (2004) concluded that instructional materials are indispensable to effective teaching and learning activities.

Instructional materials are used in all forms of educational institutions. The resources are influencing the implementation of teaching, research and community service in the various tertiary institutions. In secondary schools, instructional materials are supporting teaching and learning. Teachers in educational institutions teach well with the deployment of instructional materials. Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation for the teaching-learning process. It is used to get the attention of the students and eliminate boredom.

The non-utilization of instructional materials by teachers in Nigerian schools has been revealed by several studies (Akubue, 1993; Onykwelu, 2000; Patrick & Etukudo 2014). Akubue (1993) noted that none of the teachers in the 60 social studies lessons she observed in JSS in the former Anambra State used instructional materials in teaching. Teachers made no effort to use such materials as the atlas, Maps, and pictures, even when they were within their reach. The study also revealed the non-availability of instructional materials, lack of funds, lack of electricity in schools and no encouragement from the government, as major constraints to teachers' use of instructional materials to teach pupils in primary schools. Patrick & Etukudo (2014) noted that most of the instructional materials were not available for teaching basic science in primary schools. The materials available were: a textbook, chalkboard, diagram, wall chart, picture, and specimen. (Abdu-Raheem 2014) observed that even though instructional materials are essential tools that can make learning practical and knowledge acquisition easier, they are not readily available in Nigerian schools leading to low level of performance of learners in government examinations, Enaigbe (2009) concluded that basic materials such as textbooks, chalkboard and essential equipment like computer, projector, television and video are not readily available in many schools. Abdullahi (2019) opined that the non-availability of materials in some Nigerian school have affected teaching and learning. Based on these submissions, this paper discussed the factors militating against the deployment of instructional materials in Basic schools in Nigeria.

Concept of Basic School

Basic schools are educational institutions where children aged 4-13 learn. Basic school is an organized educational system designed for children to learn and develop basic concepts of education.

Concept of Instructional Materials

Instructional materials are educational resources assembled by the teachers to implement teaching programmes in the classroom. Instructional materials are special educational resources that aid the teachers to deliver the lesson. Fadeyiye (2005) viewed instructional materials as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities in schools. Ibeneme (2000) defined teaching aids as those materials used for practical and demonstration in the classroom by students and teachers while Ikerionwu (2000) defined instructional materials as objects or devices that assist the teacher to present a lesson to the learners in a logical manner. Isola (2010) also described instructional materials as objects or devices that assist teachers to present their lessons logically and sequentially to the learners.

Oluwagbohunmi & Abdul-Raheem (2014) opined that instructional materials are used by teachers to aid explanations and make the learning of subject matter understandable to students during the teaching-learning process. Abdu-Raheem (2016) stated that instructional materials are essential and significant tools needed for teaching and learning school subjects to promote teachers' efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for the acquisition of skills and knowledge and the development of

self-confidence and self-actualization. Agina-Obu (2005) concluded that instructional materials of all kinds appeal to the sense organs during teaching and learning.

Impact of Instructional Resources on Schools

There are many influences of instructional materials on the teacher's job performance and students' academic performance in basic schools. This paper focuses on, improvement in the teachers' job performance and students' academic performance as the impact of the instructional materials on teachers and students in the basic schools.

Improves Students' Performance

Deployment of instructional materials for teaching and learning in the classrooms improve students' ability to learn better. Academic performance of students is the total learning outcome of the students in the educational institutions which includes the knowledge, social and communication skills and ideas acquired and retained through their course of study. Academic performance refers to all organized educational programmes and knowledge a learner or student achieves or acquires in the school environment as a result of academic activities. Academic performance is the total knowledge, skills and behaviour a student or learner acquires or gains from an organized test or examinations in educational institutions. Academic performance can also be viewed as the achievement of an organized curriculum, development of skills and acquisition of knowledge that can make the learner useful in society. Many factors determine students' academic performance in school. The availability of instructional materials, teaching methods, teachers' professional qualifications, level of infrastructure facilities, health status, motivation on teachers' and students' part, socio-economic background of the students and environment. Esu, Erukoha & Umoren (2004) found out that teaching aids are indispensable to effective teaching and learning activities and successful instructional delivery in schools. Instructional materials are necessary to enable students to acquire better knowledge and skills. Abdu-Raheem (2016) did a study and concluded that the importance of instructional materials in the development of learners' intellectual abilities and attainment of teaching-learning objectives cannot be over-emphasized. The students taught with instructional materials have excellent achievement scores compared with those taught without any instructional material. Also, Atanda & Jaiyeoba (2011) submitted that the availability and adequacy of instructional materials enhance effective learning and better performance of students. Onasanya & Omosewo (2011) established a significant relationship between instructional materials and students' academic performance in schools. They further observed that female students that were taught with the use of instructional materials performed better than others taught with conventional methods without any material. Okhakhu, Oladiran, & Omoike, (2016) also confirm that the deployment of instructional resources plays a significant role in enhancing the performance of students in schools. Furthermore, the results revealed that schools with adequate quality teachers and enough instructional material resources showed superiority in academic achievements test over schools without adequate teacher quality and instructional material resources.

Improves Teachers' Job performance

Deployment of instructional materials in school for teaching and learning improves teachers' job performance. Teacher job performance is the degree to which the teacher achieves the set goals and objectives within the school. Teacher job performance is the extent to which the teachers have attained the objectives of teaching in the schools. Teachers' job performance is the level at which the instructor has been able to execute the assigned functions in the school environment. The job performance of teachers is very important to the school because the success or failure of the teachers affects the school system. Teacher job performance affects the performance of a student in an examination and the general performance of the school. Teacher performance at both individual and collective levels is one of the toughest determinants of student achievement. Many factors influence the teachers' job performance in the school. Some of the factors include the availability of instructional materials, motivation, professional qualifications, experiences, infrastructure facilities, the health status of the teachers, level of social relationship in the office, training and team members. The performance of students is the performance of the teachers in the school system. When the

students failed, the teachers failed. The deployment of the right instructional materials and teaching methods by the teachers improved the performance of students in the classrooms. This submission is confirmed by Josua in Abiodun-Oyebanji & Adu (2007), who noted that instructional materials are all things that are used to support, facilitate, influence or encourage the acquisition of knowledge, competency and skills. Abdu-Raheem (2014) suggested that teachers can improvise teaching aids because they in great measure enhance learners' full participation in the lesson, and gives room for inquiry, problem-solving, discussion and clarification of issues and ideas among students and the teacher. The application of instructional materials by teachers in the classrooms makes learning real for students. When teaching goes with instructional materials students learn better because they can feel and see the things being taught in the classes and this improves their performance. A study was conducted by Mark (2016) and it established a relationship between teachers' application of instructional materials and the improvement of students' academic performance in schools. The study by John (2013) investigated the appraising instructional materials being used in secondary schools in Abuja Municipal Area Council of Federal Capital Territory and the study revealed that there is a significant effect of the use of instructional materials on teachers' performance, that effective use of instructional materials will significantly affect students' academic performance in the school, there is a significant relationship between the use of instructional materials and learning behaviour of students in the school, and that there is no significant gender difference in the use of instructional materials among teachers in secondary schools. Adesomoju (2002) observed that both teachers' effectiveness and proper use of instructional materials, add to the effective academic achievement of students in the English language as a compulsory subject in schools. Teacher-effectiveness means the totality of the teachers' knowledge of what to teach, the skilful handling of classroom presentation through good and effective methods of delivery, and using relevant teaching and learning aids to drive home the points of teaching (Adimorah, 1998). Teacher's effectiveness comes through experience, years of training in educational institutions and skill in a classroom presentation.

Challenges of Using Instructional Materials in Basic Schools in Nigeria

There are many factors responsible for the poor deployment of instructional materials in basic schools in Nigeria. Some of these factors include; poor funding of basic schools, poor improvisation, high cost of instructional resources, poor storage, poor planning, lack of maintenance, poor capacity building in instructional materials management and corruption.

Poor Funding of Basic Schools

Poor funding of basic schools in Nigeria is a major factor responsible for the deployment of instructional materials for teaching and learning in the schools. The major issue in the administration and management of basic schools in Nigeria is the shortage of funds. One of the most serious problems threatening the supply of various educational resources and facilities is the dwindling level of public funding in the face of rising demands and hence rising cost of basic education (Onyekwena, Uzor, Oloko & Adeniran (undated); Ogunyinka, (2013); Ogunode, Johnson & Olatunde-Aiyedun, 2022; Ogunode, Chijindu & Jegede 2022). This shortage of funds affects the development and deployment of instructional materials in basic schools. Administrators of basic schools cannot procure and purchase various instructional materials needed for the implementation of teaching and learning because of a shortage of funds in the system. The inability of the Nigerian government to objectively accept and implement the 15-20% funding formula for education recommended by UNESCO impact negatively on the performance and sustainability of education which included basic education (Ogunode, Richard, & Musa, 2021). Thus, it has become obvious that Nigeria's neglect of the funding formula is detrimental to a basic educational institution that is faced with various challenges because of poor funding. Patrick & Etukudo (2014) observed that most of the instructional materials were not utilized for teaching basic science in primary schools. Only textbooks, chalkboards, diagrams, pictures, wall charts and specimens were utilized by teachers in the schools as a result of a lack of funds.

Poor Improvisation of Instructional Material

Another factor responsible for the poor deployment of instructional materials in some basic schools in Nigeria is the inability of the majority of the teachers to improvise. Many teachers presently teaching in most of the basic schools in Nigeria are not professional teachers and this has affected their professional creativity in improvising instructional materials in their various schools. Riveire (2006) submitted that improvisation is a valuable teaching tool. Improvisation strategies to bridge the gap of shortage of instructional materials. Jekayinfa (2012) identified the importance of improvisation of instructional materials as making learning concrete and real, substituting one thing for another, allowing the students to participate in the production of materials, economical and more teacher-student resource-oriented. Abdu-Raheem (2014) submitted that improvisation of locally made teaching aids could assist to improve the quality of graduates turnout from schools and the standard of education generally. Abdu-Raheem & Oluwagbohunmi (2015) also corroborated the idea that resourceful and skilful teachers should improvise necessary instructional materials to promote academic standards in Nigerian schools. Afolabi & Adeleke (2010) identified non-availability, inadequacy and non-utilization of learning materials as a result of teachers' poor knowledge as factors responsible for the use of lecture methods. They recommended that students, teachers, parents, Parents/Teacher Associations, government and philanthropists should be involved in improvising instructional materials for teaching and learning in schools.

High Cost of Instructional Resources

The high cost of instructional materials is another reason for the low deployment of instructional materials by teachers in basic schools in Nigeria. Instructional materials are very expensive in the bookshop. Science-related resources are most expensive in bookshops. Teachers in basic schools are poorly paid and poorly motivated. Many of the teachers because of poor salaries cannot afford to buy instructional materials on their own for the implementation of teaching programmes in their respective schools. Nzewi (2009) pointed out that the cost of obtaining a good computer is still expensive to purchase in adequate numbers for schools, most schools cannot even afford to maintain internet connections. Even though Nigeria is blessed with resources that make it rich, the problem of corruption and fraudulent practices has bedevilled the nation resulting in poor development of the education sector.

Poor Storage

Poor storage of instructional materials by teachers and lack of stores in the schools to properly store the resources have led to damages and this has contributed to the shortage of instructional materials in the basic schools in Nigeria. Many teachers do not have a store to keep their instructional materials and this has affected the durability of such resources in the schools. Adebayo (2016) observed that the attitude of teachers towards the storage and keeping of instructional materials in safe rooms has not been encouraging. He opined that many instructional materials have been destroyed because they are not kept well and this has affected the number of instructional materials available to the teachers for teaching the students in the schools.

Poor Planning

Poor planning of instructional materials at the administrative level has also led to a shortage of instructional materials in the basic schools in Nigeria. Administrators of basic schools in Nigeria do not have accurate data to plan the school programme and activities and to effectively allocate various educational resources. Inadequate data is another big problem facing the planning of primary school education in Nigeria (Ogunode & Josiah (2021); Ogunode & Nasir 2021; Ogunode, Ohibime, Nasir & Gregory (2021). British (2014) observed that access to reliable and complete information on education in Nigeria has for a long time proved difficult. The development of a national database for education statistics has been slow and various data-generating agencies (including the Federal Ministry of Education, Universal Basic Education Commission, National Population Commission and National Bureau of Statistics) often used different sample designs, methods of data collection, analysis and reporting, different modes of disaggregation and definitions of indicators. The absence of rudimentary data at the school and local level in many areas is often viewed as a crisis, inhibiting

the development of effective education planning, monitoring, programming and policy-making. Whenever there is a failure of effective planning in educational programmes, the resultant effects are a shortage of both human and material resources which will affect the implementation processes of the programme. When educational programmes and systems are not well planned, the implication of poor planning is poor implementation (Ogunode, Gregory & Abubakar 2020). The entire educational system in Nigeria started on a poor planning foundation and this is why the entire educational system is where it is today because of poor planning, including primary school education. Moja (2000) and Ogunode & Adanna (2022) observed that planning, supervision and monitoring mechanisms for the entire education system have been very weak. So, poor planning of instructional materials in the basic schools has contributed to the shortage of instructional materials in the schools.

Lack of Maintenance

Lack of maintenance on the part of most teachers in the basic schools in Nigeria has resulted in damage to instructional materials which has led to a shortage of instructional materials in the schools. Many instructional materials are fragile and need proper maintenance to stay long. The inability of teachers in the basic schools to properly maintain the various instructional materials provided for them by the schools' authority has led to inadequacies of instructional materials in the majority of basic schools. Okhakhu, Oladiran, & Omoike, (2016) did a study and concluded that factors responsible for low implementation/usage of instructional materials for academic purposes in school by both teachers and students include; lack of maintenance culture, inadequate technical support, unavailability of adequate media resources, outdated media resources, regular breakdown of the media resources, irregular supply of power source, irregular internet connectivity/ functionality and irregular internet connectivity/functionality. Materials available for teaching sometimes are poorly mal-handled by both the teachers and school authority. Non-availability of a well spacious resource room for the proper keeping of both the locally manufactured and the commercially purchased instructional facilities limits the durability and life span of those materials. Very many of the teachers use materials occasionally without the proper servicing of those materials after use for future use. (Torruam & Abur, 2013)

Poor Capacity Building in Instructional Materials Management

Poor capacity building of teachers on effective methods of managing and using instructional materials in the schools has also contributed to the poor deployment of instructional materials in the schools. Many teachers in basic school lack skills, knowledge and methods of deploying, maintaining and using instructional materials in the schools (Ogunode, Adah, Audu & Pajo 2021). The poor management of the instructional materials in the schools has led to a shortage of instructional materials in the schools. Adeniyi, (2012) observed that due to the technicalities involved, there is a need for teachers to understand how it can affect the teaching and learning situation. The first aspect to understand is the operational functionality of the materials. As much as materials differ in terms of technical components, design and set-up, they also differ in terms of functionality. Some are multi-dimensional; capable of various functions such as giving logical outcomes, manipulating information, etc. Without the teacher being knowledgeable enough in the use of Computer Assisted Instructional aids, he cannot create change and make a meaningful impact on his learners. Teachers' knowledge has a great impact on the effective application of Computer Assisted Instructional aids because the teacher needs to understand the sequential presentation of the instructional gadgets that will suit the interests of the learners and their appropriateness with the instructional tasks. For instance, a teacher who is not computer literate would find it difficult to operate the system and manipulate it to achieve his instructional objectives or even with partial knowledge of the operational function of the computer system. However, as opines by Ogunode, Ahmed & Ayoko (2023), through extensive and regular capacity building programmes, teachers receive trainings on student-centred teaching methodology, social and emotional learning as well as training that enable them to make effective use of teaching aids and technology to ensure that each child gains as much as they can from their learning centres,

Corruptions

The administration of Basic education in Nigeria is plagued with corruption. Inadequate funding is a major problem facing the administration of Basic education in Nigeria. The budgetary allocation for the educational sector is inadequate and below the recommendation of UNESCO by 15-20% for developing countries like Nigeria. The little funds released for the administration of Basic education are diverted by the officials and political office holders. The corrupt practices at the administrative level of Basic Education are among the factors responsible for the shortage of funds for the administration of Basic education in Nigeria (Ogunode & Stephen (2021); Ogunode, Jegede & Solomon (2021a); Ogunode & Samuel (2020). Shortage of funds for the internal administration of primary schools in the country is caused by the administrative corruption in the administrative offices and ministries in charge of primary school administration. Egbefo, (2012) & Suleiman (2005), observed that corruption directs resources from the designed projects to white elephant projects that are heavily over-invoiced, increasing the costs of running the schools, distorting public expenditures and deferring private-public partnership investments. It also erodes the consistency of grants and funding. In Nigeria's institutions of learning, corruption has undermined the normal functioning of their social, economic and academic systems. The effects of corruption in the administration of basic schools in Nigeria include Shortage of funds, inadequate teachers, shortage of infrastructural facilities, poor quality of education, large out-of-school children, poor capacity development, poor implementation of policies and high cost of administration of Basic education according to Ogunode & Stephen (2021).

Implications for Decision-Making By School Administrators

School administrators in Nigeria are saddled with the responsibility of allocating both human and material resources to educational institutions to aid the effective implementation of teaching and learning programmes. Instructional materials are among the educational resources under the responsibility of the administrators to allocate to schools and teachers. The above challenges identified as problems hindering the deployment of instructional materials in basic schools such as poor funding of basic schools, poor improvisation, high cost of instructional resources, poor storage, poor planning, lack of maintenance, poor capacity building in instructional materials management and corruption. To address these problems the paper hereby suggests the following;

1. The government should increase the funding of basic schools so that school administrators should have enough resources to procure adequate instructional resources that will be given to the teachers.
2. School administrators should encourage teachers to improvise, produce and utilize instructional materials in teaching. Teachers should not wait for the government to do everything, they should go the extra mile in the provision of instructional materials for the pupils.
3. The government should subsidize instructional materials for schools and teachers. This will help improve the deployment of instructional materials for teaching and learning in basic schools.
4. School administrators should provide a furnished room to be used as a store for the keeping of instructional materials. This will help to sustain the instructional materials in the schools.
5. The federal and state governments should ensure that educational data were generated in time to ensure effective resource planning and allocation to the basic schools.
6. School administrators should organize a workshop or seminal for the teachers to improve their capacity for instructional organization, maintenance and usage and storage in the schools. This will help to preserve the instructional materials.
7. Government should organize short courses, workshops, and seminars on materials improvisation, production and utilization, for teachers
8. The government should deploy ICT to monitor funds released for school administration at the basic school level. Anti-corruption agencies should be used to fight all forms of corruption in schools and education agency offices.

Conclusion

The paper examined the deployment of instructional materials in basic schools in Nigeria considering the impact of instructional materials on teachers and students in basic schools and factors that have militated against the deployment of instructional materials in Basic schools in Nigeria. The paper concluded that instructional materials have led to improvement in teachers' job performance and students' academic performance at the basic school level in Nigeria. The paper also concluded that poor funding of basic schools, poor improvisation, high cost of instructional resources, poor storage, poor planning, lack of maintenance, poor capacity building in instructional materials management and corruption are factors that have militated against the deployment of instructional materials in the Nigerian basic schools.

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