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ABSTRACT

This paper examined problems of improvisation of instructional materials by social studies sandwich undergraduates in Ekiti State University. The study employed descriptive design of the survey type. Population of the study consisted of all social studies sandwich students. A sample of 152 social studies students made up of 55 male and 97 female students from 200-400 level was selected through simple random sampling technique. A self designed and validated instrument tagged “Problems of Improvisation of Instructional Materials in Social Studies (PIIMSS)” was used for the study. The instrument was validated by experts and its reliability was ensured through test-re-test method. Data collected were analysed with mean, standard deviation and inferentially tested using t-test statistical method. The two hypotheses raised were tested at 0.05 level of significance. Findings of the study revealed that there is no significant difference in problems of improvisation experienced by male and female sandwich students and that there is significant difference in the problems of improvisation of instructional materials among the levels of sandwich students. Based on these findings, it was recommended that the university should organise seminar for sandwich students on how to source for and prepare appropriate instructional materials in the absence of the ideal ones.

KEYWORDS: Improvisation, problems, instructional materials, sandwich undergraduates, social studies.

1. INTRODUCTION

Instructional materials have been described in many ways by various authors based on different perspectives. They are also given different names such as educational resources, teaching aid, instructional aids, educational inputs, instructional media, audio-visual aids, teaching materials, educational media, curriculum auxiliaries, educational technology etc. Materials used by teachers to aid explanation and make learning of subject matter understandable to the students during teaching-learning process are referred to as instructional materials. Jekayinfa (2012) describes instructional materials as educational...
inputs that are of vital importance in the successful implementation of any curriculum.
According to Kochhar (2012), teaching aids are devices which present units of knowledge through auditory or visual stimuli or both with a view to help learning. Diidol (2013) defines instructional materials as materials which the teacher uses to facilitate and assist in teaching learning process.
Effective classroom interaction requires the use of instructional materials and resources. Effectiveness of teaching methods also depends on how they are complemented with materials. Ajiboye (1996) and Adeosun (2002) attest to the effectiveness of different kinds of instructional materials in teaching and learning. They concretise the knowledge to be presented and thus help in making learning experience appear real, living and vital. Children enjoy learning in the course of using psychomotor activities where touching, drawing, picture reading and performance of simple tasks with hand like project or construction works etc take pivotal position. Through the use of instructional materials, the children’s intellect could be developed in such a way that structure of the subject can be understood as children remember what they see, touch and draw better than what they are shown or told. Osho (2011) declares that we learn 1% through taste, 1.5% through touch, 3.5% through smell, 11% through hearing and 83% through sight. In essence, putting the senses of sight, touch and hearing together for the purpose of learning via utilization of instructional materials would definitely enhance teaching-learning process and yield positive results.
According to Kochhar (2012), it is necessary that a teacher explores a wide variety of materials to find suitable aids for instruction to supplement what the text book provides, to add to information, to broaden concepts and to arouse interest. Jekayinfa (2012) emphasises that relevant and appropriate text books, visual and audio-visual materials like globes, charts, slides, maps tapes etc are of paramount necessities in the teaching learning process due to the fact that the materials supplement and consolidate what is read in text books and journals. Adelekan (2010) in Afolabi, Abidoye and Afolabi (2013) declares that in spite of the laudable objectives and benefits of social studies in the school curriculum, the teaching of the subject is characterised by conventional method of teaching which always lead to ineffective learning and poor attitude of students towards the subject. Old methods of teaching must be discarded and new ones that are activity based and ensure active involvement of learners must be employed to ensure achievement of leaning objectives. Kochhar (2012) stressed that aids can reinforce the teaching of social studies in the following ways:
1. Supplement the spoken word
2. Make social studies real, vivid, vital, interesting and life-like
3. Develop concepts, improve attitudes and extend appreciations and interests
4. Help make learning permanent
5. Supplement the material of the text books.

Instructional materials that are congenial to the teaching of social studies as classified by Nwaubani (2006) include audio-visual materials such as television, video-tape recording, motion pictures, projectors etc. reading materials include textbooks, atlases, globe, journals, periodicals, newspapers, charts, maps, bulletin board etc. As advantageous as the instructional materials are, they have unfortunately been found to be inadequately supplied or unavailable in schools. This is evidenced in the works of many authors who have decried the terrible situation of facilities and materials in our schools. Famwang (1989), Oluwagbohunmi (2008) and Abdu-Raheem (2011) found that there is shortage of appropriate instructional materials in schools for the teaching of social studies. Kolawole and Arikpo (2001) and Nakpodia (2011) reveal that there is dearth of instructional materials and equipments in schools generally. Even where they are available, a lot of them are in bad conditions due to poor storage and lack of proper maintenance.

Sandwich programme can be a means of providing stress free learning opportunities for serving teachers and other workers who are interested in their professional improvements (UAM, 2013 in www.uam.edu.ng/colleges/agricsciedu). The objectives of sandwich programme among others include: provision of in-service training programme for professional improvement; updating professional teachers’ knowledge on current development in their disciplines and production of graduates that will be able to teach competently and efficiently at the primary and secondary school levels (www.aocoed.edu.ng/courses%26Program). One of the factors that determine pre-service teachers’ professional improvement, competency and efficiency is their ability to utilize instructional materials to enhance teaching. The importance of instructional materials in teaching and learning has made its use inevitable for sandwich students during teaching practice. In actual fact, a relevant, presentable and effectively used instructional material attracts 15% of the total mark for the teaching practice exercise.

The fact remains that it is virtually impossible to purchase or make all the equipments, facilities and supplies required for sound and quality education especially in this part of the world; this makes it imperative for teachers to think of how best to make use of their
manipulative skills to improvise so as to achieve their lesson objectives at least to a reasonable extent (Osho, 2011). Improvisation can be described as making a substitute of an item from the materials that are available and can easily be found within the immediate environment at the time of use. It means to make do with whatever material is at hand to prepare suitable instructional materials to aid teaching-learning process. Improvisation in the absence of institutionally provided instructional materials is supported by Akomolafe (2001) Fadeiye (2005) and Jekayinfa (2012) in their various works. Akomolafe (2001) suggests that teachers should not just depend on sophisticated gadgets but be skillful, resourceful and know how to improvise in the absence of the ideal equipments or materials required for a given situation.

What is important in the handling of instructional materials is careful selection of appropriate ones that are suitable for specific content and skillfully employing them to achieve desired learning objectives. Oluwagbohunmi (2011) identifies criteria to be followed in selecting appropriate instructional materials as attractiveness, relevance, availability, suitability, simplicity, explicitness, appropriateness, teacher’s expertise and applicability of the materials to all the human senses. Improvised materials are not likely to be different from institutional ones if well sourced and prepared from available materials in the environment and can purposely be utilized to achieve the same learning objectives. On whether improvised materials could be less effective, Mohammed (2012) found that pupils taught with improvised and conventional materials have no significant difference in their mean scores but there was significant difference with the control group. This implies that there is no difference in the knowledge acquired by students when improvised materials are employed in teaching learning process.

2. The Problem

With inadequate financial support for education in Nigeria, not all equipments, facilities, materials etc can be provided by government. Observations have shown that instructional materials are not sufficiently provided in schools. Shortage of instructional materials in schools makes it mandatory for teachers on the job and pre-service teachers to make provision for them when the need arises. However, experience shows that while some sandwich students just pick any available material to show as instructional material for teaching, some use irrelevant materials just to have something to show. Some of the students will not even bother to present any, claiming they cannot find relevant materials.
The worst practice is drawing on cardboard of pictures, maps, people etc that are not true representations of what the students portray them to be. Use of inappropriate or irrelevant instructional materials can lead to giving students wrong facts and information and the purpose of using them can be defeated. Based on this, this paper examined the difference between male and female and among the levels of students in the problems faced by sandwich students as they improvise unavailable instructional materials for the teaching of social studies.

3. Purpose of the Study
The purpose of this paper was to determine gender and level differences in the sandwich students’ problems of improvisation of instructional materials in social studies.

4. Hypotheses
The following hypotheses were postulated for the study:

1) There is no significant difference in the problems of improvisation between male and female social studies sandwich students.

2) There is no significant difference in the problems of improvisation of instructional materials among the levels of social studies sandwich students.

5. Methodology
This study employed descriptive design of the survey type. Population of the study consisted of all social studies sandwich undergraduates in Ekiti State University, Ado Ekiti. A total sample of 150 social studies sandwich students were selected for the study. Simple random sampling technique was used to select the sample that consisted of 55 male and 97 female students from 200-400 level. A self designed and validated instrument tagged “Problems of Improvisation of Instructional Materials in Social Studies (PIIMSS)” was used for the study. It consisted of 18 questionnaire items drawn on problems of improvisation of instructional materials in social studies. The instrument was validated by experts and its reliability was ensured through test-re-test method. The questionnaire was administered on sandwich students with the help of course representatives from each level who served as research assistants. Data collected were analysed with mean, standard deviation and inferentially tested using t-test statistical method. The two hypotheses raised were tested at 0.05 level of significance.

6. Hypotheses Testing
6.1. Hypothesis 1: There is no significant difference in the problems of improvisation between male and female social studies sandwich students.
Table 1: t-test analysis showing gender difference in social studies sandwich students' problems of improvisation of instructional materials.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-cal</th>
<th>t-table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>55</td>
<td>27.48</td>
<td>3.54</td>
<td>148</td>
<td>0.723</td>
<td>1.980</td>
</tr>
<tr>
<td>Female</td>
<td>97</td>
<td>28.17</td>
<td>3.45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P>0.05

Table 1 shows that the t-cal (0.723) is less than t-table (1.980) at 0.05 level of significance. The null hypothesis is not rejected. Therefore, there is no significant difference in problems of improvisation between male and female sandwich students.

6.2. Hypothesis 2: There is no significant difference in the problems of improvisation of instructional materials among the levels of social studies sandwich students.

Table 2: Oneway ANOVA showing difference in problems of improvisation of instructional materials among the levels of social studies sandwich students.

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>Df</th>
<th>MS</th>
<th>F-cal</th>
<th>F-table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>67.310</td>
<td>2</td>
<td>33.655</td>
<td>4.348</td>
<td>3.04</td>
</tr>
<tr>
<td>Within groups</td>
<td>1137.950</td>
<td>150</td>
<td>7.741</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1205.260</td>
<td>152</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P>0.05

Table 2 reveals that F-cal (4.348) is greater than F-table (3.04) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant difference in the problems of improvisation of instructional materials among the levels of sandwich students. Scheffe posthoc test analysis shows that there is significant difference between 200 and 300 level students in their problems of improvisation. The study also shows that the mean difference between 200 and 400 level, and between 300 and 400 level are not statistically significant in each case.

7. Discussion of Findings

The finding of this study in table 1 shows that the t-cal (0.723) is less than t-table (1.980) at 0.05 level of significance. The hypothesis is not rejected. This means that null hypothesis which stated that there is no significant difference in problems of improvisation between male and female sandwich students is therefore sustained. The implication of this finding is that sandwich students actually do encounter problems in their attempt to improvise.
instructional materials during teaching practice exercise and that both male and female students experience and share similar problems of improvisation.

In table 2, $F_{cal}$ (4.348) is greater than $F_{table}$ (3.04) at 0.05 level of significance. The null hypothesis which stated that there is no significant difference in the problems of improvisation of instructional materials among the levels of sandwich students is hereby rejected. This implies that there is significant difference among the levels of sandwich students in their problems of improvisation. The Scheffe posthoc test analysis shows that there is significant difference between 200 and 300 level students in their problems of improvisation. The analysis reveals Mean=28.25 and SD=2.706 for 200 level while Mean=26.38 and SD=2.975 for 300 level students. In fact, the higher mean score recorded by 200 level students is an indication that as new students just preparing for teaching practice, they are less experienced and therefore are not likely to have pre knowledge of problems to be encountered when there is need to improvise essential but unavailable instructional materials. However, the mean difference between 200 and 400 level, and between 300 and 400 level are not statistically significant.

8. Conclusion

From the findings of this study, it could be concluded that sandwich undergraduates do experience problems on improvisation of instructional materials. Both male and female students experience similar problems but there is significant difference in the problems experienced among the levels of students.

9. Recommendations

Based on these findings, it is recommended that:

* The university should organise seminar for sandwich students on how to source for and prepare appropriate and acceptable instructional materials locally
* Sandwich students must learn to be skillful, resourceful and develop competence on how to improvise in the absence of ideal materials required for a given situation.
* The students must take the drawing aspect of improvisation seriously and create time to learn and acquire drawing skill.
References