

Teachers' Competences in Improvisation of Instructional Materials for Effective Teaching of Government in Nsukka Local Government Area, Enugu State

Jonas Nnalue OKEKE¹, Luke Chizoba EZEMA (Ph.D)¹, Adole EJAH (Ph.D)²,
Sebastine Chigozie ONU (Ph.D)¹, Lawrence Okonkwo EMEKA³, Christian Sunday
UGWUANYI (Ph.D)⁴

¹Department of Social Science Education, University of Nigeria, Nsukka

²Department of Social Studies, Federal College of Education, Odugbo, Benue State

³Department of Arts Education, University of Nigeria, Nsukka

⁴Faculty of Education, University of the Free State, Bloemfontein, South Africa

Corresponding Author: Luke Chizoba EZEMA (Ph.D)

Department of Social Science Education, University of Nigeria, Nsukka

Chizoba.ezema@unn.edu.ng

ABSTRACT

The study investigated teachers' competences in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka Local Government Area, Enugu State. The study adopted a descriptive survey research design. The population of the study was 62 government teachers in the 32 secondary schools in Nsukka LGA, made up of 40 female and 22 male teachers, respectively. The choice to study the entire population was necessitated by the fact that the population size was few, accessible and manageable. The instrument for data collection was 'Teachers' Competences in Improvisation of Instructional Materials for Effective Teaching of Government Questionnaire (TCIMETGQ) developed by the researchers, which was administered directly to the teachers by the researchers with the assistance of two research assistants. The data collected were analysed using descriptive statistics of mean and standard deviation. The hypothesis was tested at 0.05 level of significance using t-test of independent samples. The findings of the study revealed among others that the overall competence of teachers in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka LGA was low. The major challenges teachers encounter in the improvisation of instructional materials comprised lack of incentive by the school management and lack of policy mandating teachers to improvise instructional materials by the principals among others. There was no significant difference in the mean ratings of male and female teachers on their competence in improvisation of instructional materials for effective teaching of government in senior secondary schools. The findings of the study were extensively discussed. The study recommended among others that, secondary school management board should train their teachers in the skills needed for effective improvisation of instructional materials for teaching government. It concluded that, when the competences of teachers in improvisation of instructional materials are improved upon through workshops and seminars on instructional materials improvisation, effective teaching of government would be guaranteed towards attaining the goals of establishing the subject for national development.

Keywords: Teachers, Competences, Improvisation, Instructional Materials, Teaching, Government and gender.

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I. INTRODUCTION

Instructional materials facilitate effective teaching and learning. Instructional materials are teaching aids or devices. It refers to aids or devices that facilitate teaching and learning process. Instructional materials are resources or educational inputs that are vital to the teaching of any subject (Okwelle & Naade, 2018). Instructional materials comprise objects that are either commercially acquired or improvised by the teacher to make abstract concepts more concrete to the student

(Iwu, Ijioma, Onoja & Nzewuihe, 2011). Educationists generally believe that the use of instructional materials promote effective teaching and learning. Appropriate utilization of Instructional materials has been found to be effective in achieving instructional objectives. In essence, instructional objectives of Government as a subject in senior secondary schools could be attained when instructional materials are appropriately utilized in teaching the subject. Government as a subject refers to government as a

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discipline of academic field of study. Government as a field of study according to Nwabueze (2015) involves learning about political organizations or institutions in the state, political ideas, political values, political doctrines about politics, the view of political philosophers on the welfare of the people. It refers to a social science subject that is taught in secondary schools, which prepares students for careers in such disciplines in higher institutions like political science; law; international relations and diplomacy; public administration; political-economy among others. In order to motivate students to build a career in the aforementioned professions effective teaching of government is necessary.

Teaching is the process of imparting acquired knowledge or skill from one person to another. Teaching, according to Oriahi (2016), is organized or planned development of the child in a classroom setting by someone who has undergone the prerequisite training and is ascribed with the full responsibility of managing the classroom in such a way as to promote learning. Nkom (2010), states that effectiveness of teaching has been found right from the Greeks, to depend on the level of interaction or communication between teachers and learners. In other words, teaching in its generic term and in its essence, is a communication activity. Therefore, in this study, teaching can be defined as the teacher-student activity that brings about intended learning outcomes as well as the skills needed to plan, manage, monitor and assess students' learning.

Effective teaching of any subject (government) does not only stimulate students' interest in the subject, but promotes comprehension and applicability of the concept in solving problems in real life situations. Students' active participation in the classroom depends much on teachers' teaching aids. However, most of the times, what the teacher requires to stimulate students to achieve quality education and lifelong learning may not be adequately or sufficiently available (Ahmed, 2018). This is in line with the statement of Okwo and Eze (2013) that naturally, it may not be possible at all times to have all it takes to achieve a set goal in teaching learning situation. Consequently making use of available local resources to produce what could supplant the shortfall to ensure that teaching and learning progress without hitches becomes imperative, hence, the need for improvisation of instructional materials.

Improvisation is the process of providing something in place of the actual thing from available local materials in the environment to facilitate effective instruction from teachers to students. Abbot cited in Eze (2012) defines improvisation as making of substances from local resources around the teaching and learning environment mostly when the expected or original

materials are not available. According to Bajah (2000) it refers to the art of using alternative resources in teaching and learning process due to lack or insufficiency of specific first hand teaching aids. Also, Bromide (2000) refers to it as the act of using materials and/ or equipment gotten from local environment, usually designed by the teacher or with the help of local resource technologists to facilitate teaching and learning in classroom. In this study, improvisation is the process of providing locally made instructional materials in place of the actual instructional materials to enhance instructional delivery. Improvised instructional materials are teaching materials designed and produced from the available local materials in order to promote effective teaching and learning in schools (Bawa & Ibrahim, 2019). Improvised instructional resources are used in the absence of the original device to cause the same learning effect as the expected teaching aids.

Improvised instructional materials have been used across a number of disciplines, including the teaching of Government. In the words of Lukman (2021), improvisation of instructional materials involves the act of producing and using alternative resources to facilitate teaching and learning. Accordingly, Ikwuas and Onwiodiket (2016) refer to improvisation of instructional materials as the selection and deployment of relevant instructional elements of the teaching and learning process in absence or inadequacy of original teaching and learning materials for meaningful realization of specified educational objectives. Proper use of improvised instructional materials in classroom help in sufficient introduction of new ideas, development of understanding as well as showing the appropriate way of doing things (Abimbade, 2014). It could on this premises that Kurumeh (2016) observed that the utilization of improvised instructional materials take adequate care of the three domains (Cognitive, affective and Psychomotor) thereby making abstract concepts ease to internalize in classroom interaction. The use of improvised instructional materials grants the learners a first-hand experience during teaching and learning process and reduces the burden of talking too much on the part of the teachers (Lukman, 2021). Lukman further states that it creates a clearer picture of the concept taught, makes the lesson interesting and less difficult for the learner to understand. Using improvised instructional materials, assists the teacher in economizing words and promotes students' interaction. It promotes critical thinking in course of classroom instruction. Adequate skills and competence are required by teachers to improvise instructional materials.

Teacher's competence refers to the ability of teachers to perform the task of teaching to the expected level. In the words of Weinert (2001) competencies refer to ability to combine

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knowledge, skills and willingness to work successfully and responsibly with changing situation to attain a goal. Similarly, Orji and Abolarin (2012) refer to it as the capacity or ability of an individual (teacher) to use acquired knowledge and skills to achieve desired outcomes. Competence changes over time, experience and setting. In essence it cannot be communicated to an individual but develop over time as a result of experience or interaction. Accordingly, Urevbu (2006) opines that teacher competencies refer to knowledge, skills and values which a teacher possess which manifests in course of his/her interaction with students in the classroom. Competences refer to potentials for effective teaching. Most teachers seem not to possess the competences required for improvisation of instructional materials for effective teaching. Consequently, it has been observed that most teachers are not creative enough to carry out the process of improvisation (Ogbe & Omenka, 2017). Accordingly, Nwagbo (2008) states that most science teachers cannot improvise equipment and materials for teaching science related subjects because they lack creativity and resourcefulness needed for improvisation. However, George and Amadi (2016) state that mathematics teachers in junior secondary schools in Rivers State, Nigeria possess average skills of improvisation of instructional materials for effective teaching of mathematics. Teachers' awareness on ways of improvisation was average and their improvisation skills was very low (Salami & Olotu, 2014).

Teachers' competence in improvisation of instructional materials may be influenced by gender. Gender refers to societal assignment of roles to men and women based on feminism and masculinism. Gender refers to socially constructed tasks, behaviour, activities and attributes which a particular society confers on male and female (World Health Organization, WHO, 2014). Naturally, females are more caring and careful than males. Consequently, in teaching and learning process, females may be more caring and careful as to provide necessary instructional materials to make teaching and learning more effective (Woolfolk, 2010). Male teachers may think that looking for unavailable instructional materials through improvisation than their male counterparts is a waste of time. However, it is not certain whether female teachers are more competent in improvisation than their male counterparts (Woolfolk, 2010). This is why part of the concerns of this study is to determine the influence of gender on teacher's competencies in improvisation of instructional materials for effective teaching of government in senior secondary schools.

Instructional materials used in government classroom enrich learning; while lack of

instructional materials makes teaching and learning less interactive and promote rote learning. The decision to improvise instructional materials to enhance teaching of subjects rests on the competence of the teacher to improvise instructional materials from local resources. However, Achimugu and Onojah (2017) state that inadequate training, poor funding, lack of functional workshops, inadequate regular supervision of teachers and poor motivation are among the factors hindering effective production and utilization of teacher-made instructional materials. Accordingly, Stephen (2015) identified factors such as lack of financial support from school principals, lack of skills and strategies for improvisation and large class size arising from free and compulsory secondary education, school location, where most of the secondary schools are located in rural areas, time constraint, unavailability of producer goods or tools, inability to identify local materials and lack of exposure on improvisation on the part of the teacher. Consequently, inadequate local resources, lack of interest in the use of instructional materials can influence improvisation thereby affecting effective teaching of government in senior secondary schools. It is based on the above backgrounds, that this study sought to examine teachers' competences in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka local government area, Enugu State.

II. STATEMENT OF THE PROBLEM

Instructional materials are instrumental in promoting effective teaching and learning. Educationists generally believe that the use of instructional materials facilitate effective teaching and learning. Appropriate utilization of instructional materials facilitates achievement of instructional objectives. It translates competence of teachers into reality. However, lack of or inadequate requisite instructional materials for effective teaching could affect negatively the attainment of instructional objectives. Thus, students' achievement in government could be affected by lack of or inadequate instructional materials. When appropriate instructional materials are not utilized in teaching and learning process, students' achievement would be affected. Most instructional materials for teaching government as a subject are not available. Consequently, there is need to improvise instructional materials when the desirable ones are obviously not sufficiently available. Nonetheless, the desire to produce and use improvised instructional materials depends on many factors which may comprise the understanding of the relevance of such materials by the teacher in terms of their competencies level,

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available local resources for improvising instructional materials among others. It is against this background, that this study sought to determine teachers' competences in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka local government area, Enugu State.

Research Questions

The following research questions were posed for the study:

1. What are the competence levels of teachers in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka LGA?
2. What are the challenges teachers encounter in the improvisation of instructional materials for effective teaching of government in senior secondary schools?
3. What is the influence of gender on teachers' competence in improvisation of instructional materials for effective teaching of government in senior secondary schools?

Hypothesis

The following lone hypothesis was tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean ratings of male and female teachers on their competences in improvisation of instructional materials for effective teaching of government in senior secondary schools.

III. METHODOLOGY

The design employed for this study is descriptive survey. The descriptive survey was considered appropriate because this study sought to collect, describe and summarize data on the Teachers' Competence on Improvisation of Instructional Materials for Effective Teaching of Government in Senior Secondary Schools where data were

gathered from a group of teachers to generalize on entire teachers of government in Nsukka cultural zone. The population of the study comprised 62 government teachers in the 32 secondary schools in Nsukka LGA which was made up of 40 female and 22 male teachers respectively. There was no sampling as the total population of the study was used. The choice to study the entire population was necessitated by the fact that the entire population size was few, accessible and manageable. The instrument for data collection was 'Teachers' Competences in Improvisation of Instructional Materials for Effective Teaching of Government Questionnaire (TCIIMETGQ) developed by the researchers. The questionnaire was validated by three experts in Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument (TCIIMETGQ) was determined using Cronbach Alpha which yielded overall reliability index of 0.85 which was high enough for the study. The instrument for data collection was administered directly to the teachers by the researchers with the help of two research assistants. The data collected for the study were analysed using mean and standard deviation. To accept an item, its mean rating was equal to ($=$), or greater ($>$) than the criterion mean of 2.50 and items with mean ratings less than 2.50 was rejected. The hypothesis was tested at 0.05 level of significance using t-test at 0.05 level of significance.

IV. RESULTS

Results are presented in Tables based on the research questions and hypotheses that guided the study.

Research Question one: What is the competence of teachers in improvisation of instructional materials for effective teaching of government in senior secondary schools

Table 1: Mean ratings of respondents on the Competence of teachers in improvisation of instructional materials for effective teaching of government in senior secondary schools

n = 62

S/N	Item Statement	Mean	St.D	Remark
1	Drawing objects or events on card board sheet	3.53	0.67	HC
2	Paper or cardboard folding to have the shape of map of Nigeria	1.79	0.77	HC
3	Molding with clay to produce coat of arm or mold one of the past Leaders	1.92	0.75	HC
4	Colour application to produce Nigerian flag	2.92	0.68	HC
5	Cutting of paper/wood/metal to produce specimen pictures of the three major tribes in Nigeria	1.65	0.66	HC
6	Painting paper/ wood/metal to produce the traditional native dressing of the three major tribes in Nigeria	1.65	0.66	HC
7	Clay collection to mold either the coat of arm or status of past leaders	1.71	0.76	HC
8	Grinding of clay to make it soft for molding of coat of arm or status of past leaders	1.85	0.90	HC
9	Assembling of paper/wood/metal/tool to produce specimen picture	1.63	0.81	HC

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	of a historic events like picture of malnourished children during the Civil war			
10	Joining paper/wood/metal/plastic to produce Nigerian flag	3.08	0.68	HC
	Grand Mean	2.18	0.75	HC

Information on Table 1 reveals the competence of teachers in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka LGA, Enugu State. It indicates that items 1, 4 and 10 had mean ratings of 3.53, 2.92 and 3.08 which are above the bench mark mean value of 2.50 which indicates that respondents are of the opinion that teachers have high competence (HC) in drawing objects or events on card board sheet; Colour application to produce Nigerian flag and Joining paper/wood/metal/plastic to produce Nigerian flag. On the other hand, items 2, 3, 5, 6, 7, 8, and 9 had mean ratings of 1.79, 1.92, 1.65, 1.71, 1.85 and 1.63 respectively. Since the mean values of the items are below the 2.50 bench mark mean for decision making, it shows that the respondents are of the opinion that teachers have low competence (LC) in improvising paper or cardboard folding to have the shape of map of Nigeria; Molding with clay to produce coat of arm or mold one of the past Leaders; Cutting of

paper/wood/metal to produce specimen pictures of the three major tribes in Nigeria; Painting paper/wood/metal to produce the traditional native dressing of the three major tribes in Nigeria; Clay collection to mold either the coat of arm or status of past leaders; Grinding of clay to make it soft for molding of coat of arm or status of past leaders and assembling of paper/wood/metal/tool to produce specimen picture of a historic events like picture of malnourished children during the Civil war for effective teaching of government in senior secondary schools in Nsukka LGA, Enugu State. The overall mean value of 2.18 also reveals that generally, teachers have low competence in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka LGA, Enugu State.

Research Question Two: What are the challenges teachers encounter in the improvisation of instructional materials for effective teaching of government in senior secondary schools?

Table 2: Mean ratings of respondents on the challenges teachers encounter in the improvisation of instructional materials for effective teaching of government in senior secondary schools

n = 62

S/N	Item Statement	Mean	St.D	Remark
11	Lack of incentive by the school management	3.72	0.45	Agree
12	Lack of interest in the use of instructional materials by teachers	3.21	0.68	Agree
13	Lack of policy mandating teachers to use or improvise instructional materials by the principals	3.77	0.42	Agree
14	Negative perception about improvised instructional materials by teachers	3.42	0.67	Agree
15	Negative perception about improvised instructional materials by students	3.18	0.91	Agree
16	Lack of skills of improvisation of instructional materials	3.47	0.80	Agree
17	Lack of job satisfaction	3.61	0.58	Agree
18	Increased students-teacher ratio due to high enrollment	3.44	0.50	Agree
19	Heavy teaching work load	3.44	0.92	Agree
	Grand	3.47	0.66	Agree

The Table 2 indicates the mean ratings of respondents on the challenges teachers encounter in the improvisation of instructional materials for effective teaching of government in senior secondary schools. It reveals that items 11, 12, 13, 14, 15, 16, 17, 18 and 19 had mean ratings of 3.72, 3.21, 3.77, 3.42, 3.18, 3.47, 3.61, 3.44 and 3.44 respectively. Since the mean values of the items are above the 2.50 bench mark mean for decision taking, it suggests that the respondents are of the opinion that the challenges teachers encounter in the improvisation of instructional materials for effective teaching of government in senior secondary schools include lack of incentive by the

school management; Lack of interest in the use of instructional materials by teachers; Lack of policy mandating teachers to use or improvise instructional materials by the principals; Negative perception about improvised instructional materials by teachers; Negative perception about improvised instructional materials by students; Lack of skills of improvisation of instructional materials; Lack of job satisfaction and increased students-teacher ratio due to high enrollment and heavy teaching work load. Also, the overall mean value of 3.47 which is above the 2.50 cut off mean for decision taking indicates that all the items are

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the challenges teachers encounter in the improvisation of instructional materials for effective teaching of government in senior secondary schools.

Research Question Three: What is the influence of gender on teachers' competence in improvisation of instructional materials for effective teaching of government in senior secondary schools?

Table 3: Mean and standard deviation scores of male and female teachers on their competence in improvisation of instructional materials for effective teaching of government in senior secondary schools

Gender	n	Mean (X)	SD	Remark
Male	22	2.07	0.63	LC
Female	40	2.05	0.81	LC
Grand Mean	62	2.06	0.72	LC

Table 3 reveals that the mean scores and standard deviations of male and female teachers are 2.07 (0.63) and 2.05 (0.81) respectively. Their grand mean and standard deviation score are 2.06 and 0.72 respectively. This suggests that both male and female teachers have low competences (LC) in improvisation of instructional materials for

effective teaching of government in senior secondary schools.

Hypothesis 1: There is no significant difference in the mean ratings of teachers on their competence in improvisation of instructional materials for effective teaching of government in senior secondary schools based on gender.

Table 4: t-test analysis of mean ratings of male and female teachers on their competence in improvisation of instructional materials for effective teaching of government in senior secondary schools based on gender

Gender	n	Mean	S.D	Df	t-cal	Sig	Decision
Male	22	2.07	0.63	60	0.21	0.44	NS
Female	40	2.05	0.81				

Table 4 shows that the t-test value 0.21 is significant at 0.44. Since the significant value of 0.44 is greater than 0.05 level of significance at which the null hypothesis is tested, the null hypothesis is therefore upheld. Hence, there was no significant difference in the mean ratings of male and female teachers on their competence in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka LGA.

V. DISCUSSION

The findings of this work are discussed in line with the research purposes that guided the study. The findings of this study revealed that the overall competence of teachers in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka LGA was low. Teachers do not possess such improvisation competence as; Paper or cardboard folding to have the shape of map of Nigeria; Molding with clay to produce coat of arm or mold one of the past Leaders; Cutting of paper/wood/metal to produce specimen pictures of the three major tribes in Nigeria; Painting paper/wood/metal to produce the traditional native dressing of the three major tribes in Nigeria; Clay

collection to mold either the coat of arm or status of past leaders; Grinding of clay to make it soft for molding of coat of arm or status of past leaders; and Assembling of paper/wood/metal/tool to produce specimen picture of a historic events like picture of malnourished children during the Civil war. However, Government teachers possess competence in drawing objects or events on card board sheets; cutting of paper/wood/metal to produce specimen pictures of the three major tribes in Nigeria, and joining paper/wood/metal/plastic to produce Nigerian flag. These findings are not coherent with that of George and Amadi (2016) whose study found out that mathematics teachers in junior secondary schools in Rivers State, Nigeria possess average skills of improvisation of instructional materials for effective teaching of mathematics.

The findings of this study revealed that the major challenges teachers encounter in the improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka LGA comprised lack of incentive by the school management; Lack of policy mandating teachers to use or improvise instructional materials by the principals; Lack of job satisfaction; Lack of skills on improvisation of instructional materials;

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Negative perception about improvised instructional materials by teachers; and increased student-teacher ratio due to high enrollment among others. The finding validates that of Achimugu and Onojah, (2017) who in a study identified inadequate motivation, inadequate skills of improvisation, lack of local materials for improvisation, work overload and high ratio of students to teacher as the major challenges inhibiting the improvisation of instructional materials for teaching senior secondary chemistry in Federal Capital Territory, Abuja, Nigeria.

The findings of this study revealed that male and female teachers had low competences (LC) in improvisation of instructional materials for effective teaching of government in senior secondary schools in senior secondary schools. There was no significant difference in the mean ratings of male and female teachers on their competence in improvisation of instructional materials for effective teaching of government in senior secondary schools. Thus, gender does not influence teachers' competence in improvisation of instructional materials for effective teaching of government in senior secondary schools. This means that being a male or female does not determine the level of competence in improvisation of instructional materials for effective teaching of government in senior secondary schools. The findings above is in agreement with that of Ngeru (2015) whose study found out that gender do not influence the skills of improvising instructional materials for effective teaching of preschools in Westlands Sub – County, Nairobi County.

VI. CONCLUSIONS

The study examined teachers' competences in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka local government area, Enugu State. From the findings, this study concludes that the overall competence of teachers in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka LGA was low. However, Government teachers possess competence in drawing objects or events on card board sheets; cutting of paper/wood/metal to produce specimen pictures of the three major tribes in Nigeria, and joining paper/wood/meta/plastic to produce Nigerian flag. As regards the challenges teachers encounter in the improvisation of instructional materials for effective teaching of government in senior secondary schools; the study concluded that Lack of incentive by the school management; Lack of policy mandating teachers to improvise instructional materials by the principals; lack of job satisfaction; lack of skills of

improvisation of instructional materials; Negative perception about improvised instructional materials by teachers; and student-teacher ratio due to high enrollment are the major challenges. gender had no influence on the teachers' competence in improvisation of instructional materials for effective teaching of government in senior secondary schools in Nsukka LGA.

VII. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Secondary school management should train their teachers in the skills needed to effectively improvise instructional materials for teaching government for effective teaching and learning of the subject towards the attainment of the objectives of establishing the subject for national development.
2. Ministry of Education should formulate policy mandating secondary schools to improvise instructional materials for teaching in the absence of ready-made instructional materials for effective teaching of government in senior secondary schools.
3. Ministry of Education as well as respective School management boards should set up monitoring committee to supervise the improvisation of instructional materials among teachers for effective teaching.

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