

PERCEPTION OF PRINCIPALS ON THE DISTRIBUTION OF INSTRUCTIONAL MATERIALS IN THE UPPER BASIC SCHOOLS IN KWARA CENTRAL

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Abstract

The place of resources (human and material) cannot be over-emphasized. It is against this background that this study examined perception of principals on the distribution of instructional materials in the Upper Basic Schools in Kwara Central. The study is a descriptive study of the survey type, three research questions were raised and three hypotheses were formulated and tested to guide the study. The population of the study was all the principals in Kwara Central. Simple random sampling technique was used to select 100 respondents from 160 Upper Basic Schools in Kwara Central. The data was collected using Perception of Principals on Distribution of Instructional Materials in Upper Basic Schools Questionnaire (PPDIMUBSQ) which was analyzed using t-test statistics. Findings from the study revealed that; there was no significant difference in the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on gender, there was no significant difference in the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on age, there was no significant difference in the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on administrative years of experience. Based on the findings, it was that without the distribution of adequate and appropriate instructional materials to Upper Basic Schools is like fetching water with the local basket. It was recommended that; appropriate instructional materials should be made available in all the schools at the basic education level to ensure quality teaching and learning.

Keywords: Perception, Politics, Instructional Materials, Principal

Introduction

Politics permeates all human activities, including education. In Africa and many other post-colonial societies, research evidence suggests that ongoing efforts at deploying education for nation building and national development are mostly driven by political considerations (Ho&Alviar-Martin, 2010). According to Musgrave (1997), politics refers to that group of mechanisms which a society develops to deal with the almost universal set of social problems of deciding what is the common good and of ensuring that action follows upon the decision. The polity therefore provides the platform for politics or political activities.

Three essential elements in the understanding of political relations are power/influence, authority and resources. Political actors strive to determine and influence activities and events around them. They do this either by appealing to the sensibilities of other people to lead them, as in democracy, or by hijacking the machinery of governance for authoritarian rule as in the case of the military rulers who, until the 1990s, dominated the political landscape of Nigeria and Africa. Whether by peaceful or violent means, those who control the machineries of the state or polity assume authority to allocate resources and take decisions that shape the lives of others under their rule. Through policy formulations and legislative procedures, they determine what happens virtually in all areas of the people's life including the substance of their education or distribution of instructional materials (Musa, 2005).

The concept of politics has been well articulated by educators and social scientists including Ogbonnaya (2009), Okeke (2007) and Uchendu (1995). They all agree that politics is not restricted to political parties but is there in Nigeria banks, markets, and military establishments, commercial and industrial sectors of our economy and even in educational institutions. These experts have variously defined politics. Ogbonnaya (2009) sees it as a subject concerned with attracting, securing and maintaining the well being of a community, state or nation. Okeke (2007) observed that is a device intended for finding solutions to social, economic, political and educational problems by political means.

Instructional materials are all the tools which are needed by the teacher to provide help and encouragement to pupils' learning activities (Ema and Ajayi, 2004 cited in Eya and Ureme 2011), instructional materials are resources or teaching materials, which a teacher utilizes in the course of presenting a lesson in order to make the content of the lesson understandable to the learners. The implication is that the use of instructional materials is inevitable if effective teaching and learning must be achieved. Instructional materials range from home made devices to sophisticated machines and also people who assist the teacher in disseminating knowledge and information to help learners learn meaningfully (Ololobou, 2008). Since the sense organs of pupils are gateways to learning, instructional materials provide learners the opportunity to become actively involved intellectually, perceptually and physically in the instructional process (Tsafe 2013). The National Teachers Institute (NTI) teacher training manual quoted in Ololobou (2008), categorized instructional materials into print materials, audio-materials, audio-visuales, static/displays and electronic materials. The materials are derived from various sources, including collection of items from the community, improvised materials by teachers and pupils, distribution of materials by government and non-governmental organizations, donations from various agencies and creation of resource centres. Any effective utilization of instructional materials, requires the instructional process to be organized with a combination of people, materials, facilities and equipment for the realization of educational objectives.

Politics may influence policies on distribution of upper basic schools instructional materials (Ogbonnaya, 2006). Politics in the context of this study is a situation where political consideration is given preference rather than due process in which case the distribution of instructional materials to schools is influenced by the wishes of those in power rather than by established guidelines. In other words, it is a situation where due process is circumvented by pressure from groups of individuals in powerful positions. This undue influence results in

deviating from normal or formal administrative principles and policies guiding the distribution of instructional materials into the upper basic schools. In upper schools setting, staff personnel administration forms an important responsibility of the school management in achieving the goals of the schools in particular and of education in general. Also, experiences staff personnel handles instructional materials in school effectively. Hence, the term school instructional materials refers to the school site, buildings, play grounds, equipment and other material resources provided in the school for effective teaching and learning operations (Mgbodile, 2003). The activities of the schools are evaluated and expressed through the quality of instructional materials in the schools e.g. the quality of teachers, building, play ground, computers and so on.

Therefore, government interference in distribution of instructional materials to a large extent has influence the schools in different ways. Eze (2002) observed that in the distribution of infrastructural facilities to schools, the issue of politics also is paramount. Ogbonnaya (2009) observed that politics influences the provision of basic infrastructures in schools Ogbonnaya reported that there is quota system in the provision of computer equipment that government determines where schools are cited. Okeke (2009) also stated that politics influences the provision of sports equipment as federal government colleges and schools in the urban cities, particularly state capitals are more favoured than those in the rural areas. Politics is unavoidable in institution setting. As in Okeke (2007) rightly remarked, ‘you can take education out of politics but you cannot take politics out of education.

Upper basic schools needs physical facilities and equipment to make learning easy for the teachers and the students. Physical facilities are the material resources that facilitate effective teaching and learning in the school. According to Okeke (1988) the physical appearance and general condition of school facilities are the striking bases upon which many parents and friends of any educational institutions make their initial judgment about the quality of what goes on in the school. Furthermore, Mgbodile (1986) describes the physical facilities as the space interpretation of the school curriculum. The programmes of the school are expressed through the school site, the buildings, play grounds, the arrangement and design of the buildings. Ezeocha (1990) opines that school facilities serve to control the environment and facilitate the teaching learning activities in a school, and at the same time, protects the physical well-being of the occupants. As stated by the author, upper basic schools are hindered by lack of instructional materials.

To achieve all round development in educational institutions, it is necessary that physical facilities be evenly distributed in the schools. Suitable buildings are needed to shelter staff and students. Laboratory facilities are needed to generate manipulative skills in pupils. Sports /games facilities are needed to develop the mental, social and physical aspects of the child and the list is endless. There are three major areas of need corresponding to the three domains of Bloom’s taxonomy of educational objectives (1956), namely: cognitive, effective and psychomotor. Educational facilities are needed to develop cognitive areas of knowledge, abilities and skills which are pre-requisites for academic achievement. Facilities are also required to build, values, commitment, positive emotions and social-interest in learners. In addition, educational facilities are needed in the school to assist the school in developing the hands and muscles of learners (Nwadiani, 1998).

Some secondary schools in Nigeria are known to be doing well with good equipments and adequate instructional materials while others unfortunately suffer serious deprivations. Can the popular belief that there is a significant political interference in the running of secondary schools be substantiated? Although, there are a number of researches directed at politics and its consequences in relation to educational policies and National development, none so far has been specific on the perceived perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central. Dearth of studies on the perceptions of principal on the distribution of instructional material in Nigeria generally and Kwara State specifically is the gap this research intends to fill. The following research hypotheses were tested at 0.05 critical region.

Research Hypotheses

Three hypotheses were formulated to guide the study:

- Ho₁:** There is no significant difference on the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on gender.
- Ho₂:** There is no significant difference on the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on age.
- Ho₃:** There is no significant difference on the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on administrative years of experience?

Methodology

Descriptive survey research design was adopted for the study, using researchers developed instrument tagged; Perception of Principals on Distribution of Instructional Materials in Upper Basic Schools Questionnaire (PPDIMUBSQ). The instrument is a ten item questionnaire. The validation of the instrument was done by three experts; two in educational management, and one in measurement and evaluation. The reliability coefficient of the instrument was determined using Cronbach Alpha. Alpha value was found to be 0.73 indicating high reliability of the instrument for the study.

The population of the study comprised the principals of all the 160 public secondary schools in Kwara Central District.

Table 1: Existing Upper Basic Schools in Kwara Central Senatorial District

S/N	LGA	Number of Existing Schools	Number of Selected Schools
1.	Asa	37	25
2.	Ilorin East	42	25
3.	Ilorin South	34	25
4.	Ilorin West	47	25
	Total	160	100

Source: LGEA's (2019)

The sample of the study comprised 100 systematically selected principals out of the 160 principals in Kwara Central using stratified randomly sampling technique. Twenty-five schools were randomly selected from each of the four local government areas in the within the Kwara Central Senatorial District.

T-test statistical procedure was employed to test the generated data. The procedure is useful in determining the significant difference existing between two group mean scores.

Results

Ho₁: There is no significant difference in the perceptions of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on gender.

Table 2: Perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on Gender

Variables	N	Mean	SD	DF	Calculated t-value	Sig.	Decision
Male	68	37.12	8.75	98	1.46	0.22	Accepted
Female	32	28.15	6.22				

From table 2, it can be concluded that there was no significant difference in perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on gender. This is reflected in the result; df (98), $t = 1.46$, $p > 0.22$. Thus, the hypothesis is accepted. This implies that there was no significant difference in perception of principals on distribution of instructional materials in Upper Basic Schools in Kwara Central Senatorial district based on at the 0.22 alpha level.

Ho₂: There is no significant difference between on the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based onw age.

Table 3: Perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on age.

Variables	N	Mean	SD	DF	Calculate d t-value	Sig.	Decision
Younger	58	24.83	16.0	98	1.87	0.94	Accepted
Older	42	25.28	8.5				

From table 3, it can be discovered that there was no significant difference on the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on age. This is reflected in the result: df (98), $t = 1.87$, $p > 0.05$. Thus, the hypothesis is accepted. This implies that there was no significant difference in the survey of mature and less mature principal perception of distribution of instructional materials at 0.05 alpha level.

Ho₃: There is no significant difference on the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on administrative years of experience.

Table 4: Perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on administrative years of experience.

Variables	N	Mean	SD	DF	Calculate d t-value	Sig.	Decision
Experienced	55	26.37	16.0	98	1.59	0.32	Accepted
Less Experienced	45	25.62	8.5				

Table 4 revealed the results obtained from testing hypothesis four. From the table, it is shown that t. calculated 1.59, $df = 98$ and $p > 0.94$. Thus, the hypothesis is accepted. This implies that there is no significant difference in the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara State Central senatorial district based on years of experience.

Discussion of Findings

Hypothesis one which stated that there is no significant difference between on the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on gender was accepted. The findings of the study are in line with Bamigboye, Bankole, Ajiboye, and George (2013) which investigated the effect of instructional resources distribution on the academic achievements of students in Ogun State and found out that school principals in respective of gender agreed effective and equitable distribution of instructional materials serves the schools, teachers' and learners needs.

Hypothesis two which stated that there is no significant difference between on the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on age was accepted. This result supports the view of Jiya (1993) which stated that the distribution, selection of relevant materials and their usage have significant relationship with the teaching and learning effectiveness, teaching and learning process highly depends on the distribution and availability of instructional materials in the schools. This however entails that instructional materials should be carefully distributed.

Hypothesis three which stated that there is no significant difference between on the perception of principals on the distribution of instructional materials in Upper Basic Schools in Kwara Central based on administrative years of experience was rejected, the school principals irrespective of administrative experience agreed that there should be equitable distribution of instructional materials if academic success must be achieved. The finding of the study conforms with According to Jekayinfa (2016) who concluded that teachers can be frustrated by inadequate supply and access to the teaching and learning resources (instructional materials) to teach their subjects. Instructional materials should be adequately available in the classroom or in the library at all times for teachers and students to make reference. It is difficult to achieve the objectives of an intended educational programme without the provision of adequate instructional materials (Miller and Seller, 2007).

Conclusion

Basic education remains the foundation that holds the rest of the educational pyramid. Its vitality or no vitality determines to a great extent the success or failure of the entire educational system. It is clear from the findings of the present study and from literature that instructional materials are indispensable in ensuring quality teaching and learning. The study concluded that without the distribution of adequate and appropriate instructional materials to Upper Basic Schools is like fetching water with the local basket (full of holes).

Recommendations

Based on the implications and results of the study, the following recommendations are made

- 1) Appropriate instructional materials should be made available in all the schools at the basic education level to ensure quality teaching and learning. This also enhances self-reliance among the students at the junior secondary school level.
- 2) Improvisation amongst the teachers should be encouraged so that they could improvise ready to use and cheap materials that come in handy for result oriented instructional delivery.
- 3) Non-governmental organizations, corporate entities and wealthy individuals should be encouraged to donate instructional materials to the schools.
- 4) The states governments should avoid quota system in the provision of facilities and equipments in schools. This is because these leads to differentials in the quality and quantity of schools.

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