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TEACHERS' PERCEPTIONS ON THE USE OF IMROVISE INSTRUCTIONAL
MATERIALS IN TEACHINGSCIENCE SUBJECTS INSENIORSECONDARY
SCHOOLS, SOKOTONORTH LOCAL GOVERNMENT,
SOKOTOSTATE OFNIGERIA

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ABSTRACT

The study aimed at examining the Teachers' Perceptions on the use of improvised instructional materials in teaching science subjects in senior secondary schools, Sokoto North Local Government, Sokoto State of Nigeria. It was guided by three objectives; examining the effect of teachers perceptions on training in using improvised instructional materials of teaching science subjects, examining the teachers' perceptions on their experiences in using improvised instructional materials in teaching science subjects and examining the teachers perceptions on creativity in using improvised instructional materials in teaching science in secondary schools in Sokoto North, Nigeria. The research design of this study was cross sectional survey design that mainly utilized quantitative approaches of data collection. A sample of 32 teachers was used. The data collected was analyzed using descriptive statistics. Overall, results show that 40% of the teachers believe that teachers' training influence the effective use of improvised instructional material in teaching science subjects ($M=31.16$; $SD=6.86$). Furthermore 30% of the teachers believe that teachers' experience has an influences on them in improvising materials ($M=21.88$; $SD=2.55$). In addition, 32% of the teachers believe that creativity is key in improvising instructional materials ($M=25.39$; $SD=2.91$). The study therefore concluded that effective use of improvised instructional materials is dependent on teachers' perceptions; training, experience and creativity. The study recommends that Sokoto State the Ministry of Education Nigeria, Science and Technical Education Board design intensive training and re-training strategies; teachers with vast experiences should always be given priority when it comes to recruitment of science teachers; and that schools should put in place motivational programmed so as to encourage creative teachers.