The Extent of Teachers' Use of Library Resources as Instructional Materials in Teaching Nursery and Primary School Pupils

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Abstract
In this paper, some concepts like instructional material, library, teacher, pupil, nursery and primary schools were defined, and instructional material types explained. It was argued that teachers in nursery and primary schools do not adequately use instructional materials in their teaching methods, in order to enable nursery and primary school pupils overcome learning difficulties. The paper marshaled out the reasons and importance for teachers to utilize instructional materials during teaching and learning as it pertains to these beginners in basic schools. It also highlighted the effects or implications of inadequate usage of instructional materials by teachers, and the roles which teachers are expected to play in other to minimize the problems that emanate from inadequate usage of instructional materials by primary school teachers, for effective understanding and retaining of what has been taught in the class during teaching learning periods. The paper concluded by suggesting collaborative efforts of government, the school management board, parents and teachers in combating the problem of inadequate usage of instructional materials during teaching learning process at nursery and primary school levels.

Keywords: Instructional materials, Library, Pupils, Nursery and Primary Schools

Introduction
In the early days, educators devoted little attention to the learner as a human being. They were largely concerned with the subject matter, that is, education was the subject matter centred. But, as time went on, the attention shifted occasioned by what Ofoefuna (1999) referred to as the re-alignment of child-learning psychology, with behavioural-oriented classroom activities, and in the matching together of curriculum and human-material resources, the emphasis shifted from the subject matter to the learner. When then the development of understanding became the core of our attention. It became necessary to provide concrete materials and experiences through which the meaning and facts added together could become. So, as our appreciation of need for the development of proper attitudes extended itself, we saw the necessity of utilizing activities in and out of the classroom, through which these attitudes could be developed in a realistic and natural situation.
Besides, the presence of individual differences among learners increased the demand for the activities which would accommodate these varying needs, interests and capacities and it has multiplied many folds. The presence of these, need devices or techniques which would supply information aids and clients activities in terms of client behavior. The collection of materials came to be known as instructional materials. When we use instructional materials as we are using it in this segment of our discussion, we mean the whole gamut of audio and visual materials. Murison (1987) points out that, the library is not a collection of books, but a collection of information in various forms which has to be gathered, organized and fully exploited to be made fully and speedily available to every user. If education, information, recreation and entertainment are also functions of the library, would better tools for these purposes not be instructional materials?. The cinema, television, video films and video discs are representations of life through sight and sound. They are much closer to actuality than books, and accordingly have some advantages over the later. In many countries including Nigeria, the need to educate and convey information effectively is almost impossible through books and printed words only. There is so much illiteracy in our contemporary society and both as cause and as a result, there is so little suitable printed material and at affordable cost, that if libraries are to have an immediate effect, there will not be books at all, but the product of electronic age.

If instructional materials are required for teaching of subject matter, they are then part and parcel of librarianship. Today, instructional material expression is essential to clear, interesting and purposive communication. Capable teacher-librarians or the librarians for that matter must add to their communicative skills, the ability to select ready-made instructional materials or to transfer ideas into specific visual forms that help them to transmit information more effectively. The importance of instructional materials as far as information procurement is concerned, cannot be overestimated. Knowledge is absorbed through the five senses assessed in the following proportions: sight 75%, hearing 15%, touch 6%, smell 3% and taste 3%. This is for normal human being.

Libraries are communication centres, and instructional materials should be given the same consideration now accorded to books as regards selection, acquisition and evaluation with advisory service to public. The public Library Association of America Library Association has produced a feasibility study on “Proposed Public Library Goals”. They came to a conclusion that the public library should resemble, present and administer books and related educational materials in organized collection in order to promote, through guidance and stimulation an enlightened citizenship and enriched lives. Some minimum standards for public library systems published in America in 1966, puts it in another way. The modern public library collects the printed and audio-visual materials needed to conduct the individual and group life of its constituency. However, research has proved beyond questions that learning is more effective when as many serve as possible are used, and of the entire serve, sight is more powerful. The need, therefore to present information to pupils visually as well as verbally is now generally accepted. In schools today, emphases are laid on qualitative and quantitative curriculum contents, techniques and methods of teaching by qualified teachers. Since, there is great increase in the number of schools as well as children enrolment in schooling is on the increase, quality teachers are also needed to match this increase in enrolment of pupils. In this regard, educational technology cannot be ruled out as an instructional innovation. The gradual shift towards the use of instructional materials in education has been encouraged by increased availability of effective appropriate and
convenient materials, devices, machines and classroom facilities designed for improving instruction. Meanwhile, the current use of instructional materials in Nigeria schools is very low and unsatisfactory. The materials used by teachers to teach and drive home their subject points at the nursery and primary school levels of our Nigeria education system is incontrovertibly a paramount important issue in practical classroom interaction and successful transfer of knowledge from the teacher to the learners. The use of instructional materials in the teaching and learning of all subjects obviously improves the performance of pupils. Schools particularly in Nigeria should therefore provide enough instructional materials to enable teachers clarify their lessons. Adequate infrastructure facilities and conclusive atmosphere are Sine Qua Non for effective learning and retention of what is learnt. More so, Nigerian schools should send their teachers to seminars and workshops in order to up-date their knowledge. Researchers such as Obioha (2006) and Ogunleye (2002) reported that there were inadequate resources for teaching subjects in primary schools in Nigeria. They further stated that the available ones are not usually in good conditions. There is the need therefore, for improvisation. Adebimpe (1997) and Daramola, (2008) however noted that improvisation demands adventure, creativity, curiosity and perseverance on the part of the teacher, such skills are only realizable through well-planned training programme on improvisation.

Instructional material
Here, we want to provide a working definition of the term instructional material. Instructional materials in its widest sense are those materials which assist teachers to make their lessons more explicit to learners. They are also used to transmit information, ideas and notes to learners (Ijaduola (1997). Again, Instructional materials are those things that enables students and pupils to have mental picture of what has been taught and to retain the message in their memory for a very long time e.g. radio, television, chalkboard, charts, micro- projectors, still pictures, specimen etc. It can also be referred to as those things that the classroom teacher uses to impact knowledge to pupils in the classroom in order to achieve his objectives. According to Ogunmola (2002), he cited instructional materials as visual or audio-visual materials which facilitate the assimilation of organization. Again, instructional materials in its simplest term are those materials that help the teachers to teach with ease and the learners to learn without stress. Instructional materials appeal to the senses of seeing, touching, smelling, feeling, and hearing. They include projected, non-projected, printed and others such as objects/realia, 3-dimentional objects that are produced through locally sourced materials, program instruction, instruction package among others.

Definition of Library
Another important concept to highlight here is library. Traditionally, a library was made to store books, from this, it has emerged as a place for collecting, organizing and storing of books. A library has been aptly defined by Hutching (1967) as a collection of books and other forms of records arranged for use, and enshrined in a building which symbolizes the enabling of the human mind administered by librarians who are technically competent and who recognizes a personal commitment to extent themselves and serve their readers.
Definition of a Teacher
A teacher is a person who had attained long period of training in the teaching profession, who has broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people.

Definition of Pupil
It refers to a boy under the age of 14 or a girl under the age of 12 who is in the care of a guardian. Also, they are children under the direct supervision of a teacher or a guardian. It is a person, usually young, who is learning under the supervision of a teacher at school or a private tutor.

Definition of Nursery school
A preschool (also nursery school, kindergarten) is an educational establishment or learning space offering early childhood education to children between the ages of three and five, prior to the commencement of compulsory education at primary school. Also, it is a school for children, usually between the ages of three and five, who are not old enough to attend primary school.

Definition of Primary School
It is a school for young children or a school usually including the first three grades of elementary school but sometimes also including kindergarten. But, for the purpose of this paper, the areas of focus are the Instructional Materials (I.M.) that can be produced by the teachers and the pupils using the objects and local products/materials around them in the immediate community. These materials can be classified under those that are readily available naturally (real objects) and those that are man-made i.e. made by the teachers and their pupils.

Types and Classification of Instructional Materials
There are many types of Instructional materials, but they can be grouped into three main categories namely: visual, audio and audio-visuals materials, which are classified according to senses.

A) Visual Materials
These are strictly pictorial materials which appeal to the sense of sight only. According to Oguranti (1981), they are widely used because they are readily available, easily applied and cheap to make. In this group, boards, charts, pictures, flashcards and posters are found. It also helps to introduce to the class, objects that cannot be physically brought to the class e.g. airplane as an example in “Means of Transportation” as a topic in social studies and objects that are too tiny to see or observe their function with the naked eyes to mention a few. Others are those that are very expensive to afford in terms of money. There is no option than to improvise such materials for utilization in the classroom for teaching and learning.

Production from Locally Sourced Materials
In order to effectively produce Instructional Materials from locally sourced materials, the teacher must have adequate skills which are basic. This acquisition of skill can be made possible through constant practice and observation of the experts. They also must include the knowledge of the basic principles and elements of design.

Some of the skills needed in production of visual materials are:
1. Pen lettering skill
2. Calligraphy writing skill
3. Free-hand writing (Quick Sketches)
4. Use of color in graphics
5. Modeling technique
6. Painting
7. Weaving & other crafts etc.

- **Lettering:** Traditionally, lettering can be done manually by using felt pens, & marker pens, spirit based ink and brush, calligraphy pen among others. In recent time, all of these have been jettisoned for computer letterings. It is now much easier to generate letters for illustrations, labels, titles and topics from the computer. These come in various fonts and points (Types and sizes) and can be printed out in any colour (Using colour printer) on either cardboard or paper as the need may be. These may then be cut out and pasted on the charts, boards, flannels, illustrations on cards etc as required using the rules guiding the steps in producing IM earlier stated. Illustration letters can also be cut out from newspapers, magazines and old textbooks. The teacher only needs to select those that are appropriate and mount them on cardboards.

- **Free-hand drawing (Quick Sketches):** As teachers, in the process of explaining certain points to the learners in the class, there may arise situations that warrant the need to quickly illustrate on the chalkboard, the teacher needs to acquire skills in quick sketches at least using the “stick man” method, which is the simplest form of sketching.

**Example of free-hand sketches**

- **Running:** To achieve these sketches, avoid details, just be concerned about the character you intend to portray or object you wish to represent, use very few lines and remember not to back the class for too long while illustrating, because learners might lose interest. Above all, practice several times before going to class.

- **Use of colour:** Colour is a very important aspect in visual materials production; this is because colour itself speaks. Mis-application of colour on visuals can mar or improve the needed output of the material. The therapy of colour brings life and originality to IM when properly used based on its classification and the appropriate application of the principles, and elements.

Colour is divided into four parts namely: Primary, Secondary, Tertiary and Neutral.

(a) **Primary Colour (Red, Yellow and Blue):** These colours cannot be formed by the combination of any colour, hence, they form the foundation on which other colours are derived. They are sometimes referred to as raw colours.

(b) **Secondary Colour (Orange, green and Purple):** These colours are formed from the combination of two primary colours. They can be obtained as follows:

   RED + YELLOW = ORANGE; YELLOW + BLUE = GREEN AND BLUE + RED = PURPLE. These occur only if they are mixed in equal proportion.

(c) **Tertiary Colour (Red-Orange, Yellow-Green, Red-Purple):** They come from the combination of three or more colours e.g. one primary plus one secondary which often gives the hue compound names like red-orange, red-purple etc. The use of
tertiary colours depends principally on expertise. One needs to understand the principles and elements of design such as Harmony, contrast, rhythm, balance, among others, to be able to appropriately use tertiary colours along with primary and secondary colours. Harmony of colour for instance implies the practical working together of two or more colours to bring out the beauty of a work. The use of yellow along side Green and ochre might be visualized as harmonious whereas the combination of green and red is the opposite. Contrasting colours are good in graphics sometimes especially when it has to do with lettering. Using black to write on yellow or white background is contrasting, but it is good because such lettering will stand out and can be easily read from afar. This cannot be said of using yellow to write on white background.

(d) Neutral Colour (Black & White): These two colours are neither here nor there, no combination of colours can form them. They can only be used as they are or used to either tint (lighten) or shade (darken) other colours.

- MODELS: Models are 2 or 3-Dimensional representation of objects or figures, which portrays absolute resemblance of the intended real object or figure. These models can be produced from several materials such as clay, plastic, polyester, Plaster of Paris (POP), cement, wood, and iron, among other. These materials are manipulated by using different kinds of tools, techniques and methods like moulding, casting, welding, fixing, engraving, etc. Like any other production of Instructional Materials, it is important to follow the basic principles and elements of design i.e. size, shape, balance, colour, proportion, and so on. These help to enhance exactness and accurate resemblance of the object being replicated.

- PAINTINGS: Painting in Creative Arts is the one referred to by implication in this situation. It is that which has to do with the use of brush to apply paints of different hues to create meaningful impression on surfaces to represent objects/figures. The mastery of the therapy of colour helps the instructional materials producer to manipulate brush and paint in a way that gives accurate resemblance of the intended object/figure. Painting could be produced on cardboards, plywood, canvas, strawboard, 9 and other 2-dimensional surfaces. Other materials are brush, palette, medium (water, linseed oil, kerosene, turpentine/thinner, spirit, retarder etc). The impression usually attained after a successful painting appears in a 3-dimensional optical illusion, which makes the learner/viewer see it as a real still camera picture in its true colour.

- CRAFTS: Crafts are the use certain materials that are usually locally sourced and sometimes factory produced to build objects that can be used for domestic and educational purposes. It requires the use of the producer’s intuitive (initiative/innovative) ideas based on particular set objectives (as it relates to any specified school subject). The process for the production may be manual or mechanical depending on the raw materials, tools and the production technique. The nature and scope of crafts entails Creativity in designing art works for the pupils’ class activities, Cognitive knowledge is also needed to be acquired by the pupils. It is also targeted to the acquisition of psychomotor skills for pupils through manipulation of different types of tools.
B) Audio Materials: These are curriculum materials that rely exclusively on the sense of hearing for teaching and learning. Audio materials are various means of recording and transmitting the human voice and other sounds for purposes of teaching and learning. The most important of all audio resources for teaching is the teacher’s voice. The effectiveness of a teacher, to a great extent, depends on how well he uses his voice. He must not only speak out clearly, but must be able to effectively modulate his voice in order to bring the necessary meaning into the teaching learning process. Other audio resources used for classroom communication include the radio, cassette recorder, the record player and compact disc, etc.

C) Audio-Visual Materials: These are strictly those materials that appeal both to the sense of sight and hearing at the same time. Here, the teacher does not only make his pupils hear but at the same time tries to make them see what he intends to guide them to learn. The principle behind the use of audio-visual resources in teaching is that much more is learned when a learner, not only hears, but at the same time sees what he is supposed to learn. Seeing and hearing when brought together, tend to make for better understanding, higher retention and greater possibility of transferring what has been learned to other situations. In this class of instructional resources, videos, televisions, computers, films, sound-slide set and 8mm film-audio cassette system are found. These materials serve as supplement to the normal processes of instruction.

Classification of instructional materials according to operational techniques
- Projected resources: These are educational media that require the use of projectors and hence electricity for their projection and viewing. A projector is a machine that projects films or slides onto a screen or a wall. Examples of projectors for instruction and learning include the overhead projector, the slide projector, the filmstrip projector, the micro-projector and cine projector. The principle of projection is to pass a strong light through a transparent film. The image so projected is then magnified as it passes through a series of lenses. The magnified image is then cast on a reflective screen or wall for viewing.
- Non-Projected resources: These are visuals that do not require to be projected for viewing. They are the commonest of all teaching-learning resources and are used very extensively in the classroom. In this class of visuals, are all print media, still pictures, graphic materials, educational boards, models, real things, as well as programmed instruction and the computer.
- Transmitted media: Transmission is a process of sending messages or electronic signals by means of radio waves. A number of educational media transmit messages and information from one location to another via radio waves. Good examples of such media are the radio and the television.

Roles and Importance of Instructional Materials in Teaching and Learning
Several people have written on the importance of instructional resources to teaching, therefore if the recently introduced system (9-3-4) in accordance with the National Policy on Education is to be a success, then instructional technology has a role to play. Audio-visual materials, as integral part of teaching-learning situations help to bring about permanent and meaningful experience. They provide first-hand experience where possible or of vicarious one where only that is feasible. In enumerating the factors that could be responsible for varying intra and inter school/academic achievement, there are four important factors
including the acute scarcity of instructional resources which constrained educational systems from responding more fully to new demands. In order to do their part in meeting the crisis in education, educational systems will need real resources that money can buy, they will need a fuller share of the nation’s manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need buildings, equipments and more learning materials.

Instructional materials which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1975) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of pupils. Savoury (1958) also added that, a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse children interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Savoury also suggested a catalogue of useful visual aids that are good for teaching any subject in nursery and primary school levels i.e pictures, post cards, diagrams, maps, filmstrips and models. He said that selection of materials which are related to the basic contents of a course or a lesson helps in depth understanding of such a lesson by the pupils in that they make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. He advocated the use of pictures which will help children in grounding their thoughts and feelings. He said that pictures are used as alternatives to real objects where it is impossible to show pupils the real objects, and they do serve effectively in imagined activities. It is also very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved. In order to achieve a just and egalitarian society as spelt out in the Federal Republic of Nigeria (1981), schools should be properly and uniformly equipped to promote sound and effective teaching. Suitable textbooks, qualified teachers, libraries which are adequate should also be provided for schools. Scarcities of these will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials are needed. Knezewich (1975) also stressed the importance of having appropriate personnel plan and adequate physical facilities to support educational effort.

The following are ways instructional materials can contribute to qualitative education among nursery and primary school pupils.

i. Instructional materials provide for the teachers tools to carryout creativity in the minds of the pupils.

ii. Instructional materials make learning process to be easy.

iii. It helps the teacher to be able to stimulate pupils to learn.

iv. Instructional material is an aid to teaching and learning.

v. It helps to raise learning from verbalization to practical aspect of teaching and learning.

vi. Instructional materials make teaching and learning interesting, easy and amusing.

vii. It makes learning more effective.

In another development, the use of instructional materials makes different continents to shape their rules and regulations, to accommodate the other. This they do by providing them with the socio-cultural and political differences and how to adjust the traditional socio-cultural
and political ways and accommodate another. An instructional material makes students understand more easily when the teacher makes use of working model. It makes the teachers’ task easier and more effective.

Olardi (1990) has highlighted the impact of instructional materials that teachers use to improve the pupils from understanding and perception of the subject as an enhanced aid. It brings clarity and creates recognition that allows them to have a realistic hand and a total knowledge of the subject. It enhanced learning, improve the competence of learners and makes learning more meaningful to pupils. It also facilitates, stimulates and aids pupils to take active interest in any topic introduced by the teacher. It has emotional impact on the pupils and affect their attitudes towards what is presented as the topic to study by the teacher. It provides both the teacher and students with relevance and meaningful source of information. Kay (2008), pointed out that instructional materials stimulate the pupils and students desire to learn. It assists learning process by making assimilation and memorization of materials easy. Also, it helps to hold attention, include greater acquisition and, as well as objectives which may be in accessible to many pupils. Finally, an instructional material makes learning available to a wider audience, control the pace of learning, promote better understanding and help to overcome physical difficulties in presenting the subject content.

**Effects of Inadequate Usage of Instructional Material by Teachers**

Momoh (1980) carried out a research on the effects of instructional resources on pupils’ performances in common entrance examination in Kwara State. He correlated material resources with academic achievements of learners in ten subjects. Information were collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievements of pupils in common entrance examinations for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on pupils’ achievement in each of the subjects. In the same manner, Moronlola (1982) carried out a research in Oredo local government area of Edo State. She also used questionnaires to tap information on the material resources available for the teaching of ten subjects in ten primary schools. She collected common entrance examination results for the past five years and related these to pupils’ achievements in each of the ten subjects and to the amount of resources available for the teaching of the subjects. She also reported a significant effect of material resources on the academic achievements of pupils in each of the subjects. In the same vein, Popoola (1990) investigated the effect of instructional resources on the academic achievements of pupils in Ogun State. Five primary schools in Abeokuta were used for his study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected common entrance examination results for five years and compared achievements of pupils in schools with adequate material resources and achievements of pupils in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of pupils. Akolo (1978) conducted a survey of audio-visual materials for eight Teacher Training Colleges in Kwara State and for twelve Teachers’ Colleges in Plateau State of Nigeria. His study considered such elements as equipment and materials owned by each of the selected teachers colleges, utilization of equipments and materials owned, and the number of teachers that had some measure of audio-visual related training. The study revealed that there was under-utilization of instructional equipments in some areas and non-utilization in other areas where the research was conducted.
Challenges in Use of Instructional Materials by Teachers
There are many problems and obstacles which hinder the effective teaching and use of instructional materials in teaching our nursery and primary school pupils. Despite the importance attached to the subject, there is no nursery or primary school in Nigeria where the range of resources available for the teaching of subjects can be described as being in anyway adequate. This arises as a result of inability of these materials especially now, due to foreign exchange restriction and large populations of nursery and primary schools pupils. Some of the problems include:

- Cost: Quality materials take time to produce and adequate staff times as well as resources need to be allocated.
- Quality: Teacher-made materials will not normally have the same standard of design and production as commercial materials and hence may not present the same image as commercial materials.
- Training: To prepare teachers for materials writing projects, adequate training is necessary. Materials writing are specialized skill and not all teachers are capable of writing good materials.

Conclusion
This paper had been very lucid, in that it aimed at finding out the extent of teachers’ use of library resources as instructional materials in teaching nursery and primary school pupils in Nigeria. The result gathered so far from the areas and groups involved made the researcher to conclude that more efforts should be made towards provision of instructional materials particularly from the school library and proper use of them so that pupils and teachers will gain more in teaching and learning processes. Inadequate use of instructional materials has many effects on teachers and pupils such as misunderstanding, confusion and in achievement of specified objectives, but adequate use of them leads to pupils understanding, interest in learning processes, recognition of facts, teaching enhancement and achievement of instructional objective in particular and educational objective in general. The paper finally revealed that adequate use of instructional materials in teaching and learning has great influence on both teachers, nursery and primary school pupils in teaching and learning during classroom performance with its proper provision from the school library or locally made by teacher and his pupils for the achievement of educational objectives.

Recommendations
The following recommendations were made with the view of inadequate use of instructional materials and its impact in teaching and learning.
1. Instructional materials should be used by teachers during teaching process
2. Teachers should be creative and resourceful, so as to improvise when not available.
3. Instructional material should be used properly in relation to the topic teaching.
4. Supervision should be carried out on the teachers’ performance on the use of these materials in classrooms.
5. Qualified teachers should be provided in the primary schools to teach the subject.
6. Adequate and relevant material resources should be provided for the teaching and learning of all subjects in the primary school curriculum.
7. Teachers are advised to always attend workshops, seminars, vocational courses to make them be abreast of the current development in the subjects.
8. Provision should be made to establish and equip library in every primary school.
There should also be provision for the training of the pupils in the use of library.

The Federal Ministry of Education and the Nigerian Education Research Council (NERC) should establish or if it has been established should make functional, centre for the provision of locally developed teaching aids and its function should include the evaluation and recommendations on specific and relevant instructional materials.

References


