INSTRUCTORS' ATTITUDE TOWARD THE USE OF COMMUNITY RESOURCES FOR BASIC TECHNOLOGY INSTRUCTIONS IN SOUTH WEST, NIGERIA

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ABSTRACT
The study was conducted in the upper Basic Schools in some selected states (Oyo and Osun) from the South west Geo-political zone of Nigeria. A total number of 959 Basic Technology Teachers were proportional sampled from Oyo and Osun States.Previous studies submitted that there are lots of locally available supports for teaching Basic Technology and instructors' have positive perception of utilizing these resources in instructions. Answers were provided for two research questions in this study. The outcome revealed that the attitude of Basic Technology teachers' towards the use of Community Resources in instruction is negative and that the identified available Community Resources were not being utilized by the Basic Technology teachers'. The Cornbach's alpha value was 0.82 and 0.72 respectively. Base on the findings, it was therefore recommended that efforts should be made to help Basic Technology Instructors' develop high positive attitude towards utilization of Community Resources in teaching and Community Resources where available should be planned properly and effectively utilized in the classroom.
Keywords: Basic Technology, Community resources, Gender, Instructional contents, Teaching and learning resources.

Introduction

Community Resources are human and non-human materials outside the classroom which are used to enhance the quality of instructional contents. (Ajala, 2017) previous studies submitted that roles played by locally available supports or aids for Basic Technology instruction cannot be over-emphasized. Yusuf (2004) revealed that utilization of locally based support provides opportunity for experienced- based learning to student. Ajala (2010) and Amosa (2013) concurred that learner exposed to real life experiences during Basic Technology instructions did excellently compared to those not exposed to community resources. Dada (2013) identified some relevance of community resources in learning situations, they can motivate students.

Bakare (2011) and Dada (2013) identified some relevance of community resources in learning situation. They can motivate students and enhance their interest in school work, for example, students of social studies who watch a naming ceremony conducted in the traditional way might learn better and probably be more willing for subsequent visits. Using community resources brings mutual interaction between the school and the community for a good relationship because through the field trip, all the difficulties encountered during learning situations are solved in the school neighborhood and the puzzling circumstance of the community are answered in the school settings. Furthermore, the use of community resources assist to witness the real process of what they have learnt in classroom stimulates new interest in the students and lesson become real. Community resources makes possible close observation of a multitude of natural and man - made materials, thereby improving learners observation skills.

These teaching and learning resources are used to improve topics discussed and learnt. It is a sure way to endow students with real knowledge of the theoretical aspects of subject such as Basic Technology that have already been discussed in an instructional setting. Basic Technology is an activity- based subject in the new Basic Science and Technology curriculum of the Nigerian Educational Research and Development Council (2013). These recommended teaching supportsor aids for Basic Technology instructions should include all the resources that a teacher uses for instructional delivery to gain the students full participation.

These resources include: teaching aids or supports such as resource centers, libraries, Workshops, Educational Resource Centers, Web-based Resources from the Internet and Community based Resources such as those found in our homes, market, skilled acquisition workshops around us like carpentry, weldering among others. All these must be within accessible environment of the users. According to Bakare (2011), one important factor that makes teaching supports or aids a community support includes proximity, and nearness to the users. These community supports should be within the reach of the users. Particularly, the learners can visit such places in form of guided tours or field trips.

Anderson and Dron (2011) opined that the responsibility of a teacher is more than describing, producing or assigning contents but to assists students to have in-depth comprehension and application of the instructional contents. Teachers are the major role players whether resources would be used appropriately and effectively in an instructional atmosphere or not. In order to remain useful in this technological age, teachers have to seize the opportunity of using real life exposure offered by NERDC to enhance classroom instructions and performance.

There are a lot of stakeholders who have interest in effective integration of practical experiences especially the use of immediate environments in pedagogical system where teachers play key roles. Appropriate use of locally available supports could be a model to transits from conventional method of instructional delivery to experiential learning experiences. Empowering of instructors including, the administrators and managers would play a major role in enabling this (Ndirika, 2011).

Nigerian Educational Research and Development Council (2013) suggested utilization of supports or aids which includes school resource centres, libraries, workshop/laboratories, educational resource centre, web-based resources (those on internet) and community-based resources (resources from the local environment) such as things in our homes, market, skilled occupations around us like woodworkers, welders' workshops among others. Examples of resources for teaching various topics in Basic Technology are given in table1

Table 1: Resources for Teaching Various Topics in Basic Technology.

Topic	Resources	Sources
Motor vehicle parts	A motor car Labelled diagram of internal parts of vehicle, posters and pictorials. Vehicle under repair. Pieces of various motor parts.	Homes, schools, Basic Technology workshops, school resource Centre, education resource Centre, mechanic village, market places, motor parts, dealers shop.
Woodwork Project	Timber, woodwork machines and tools, non-wood materials such as adhesives, nails, screws, hinges, wood varnish. Wood projects.	Timber shed, woodwork shops, Basic Technology workshop and market.
Energy Conversion	Kerosene stove, Torchlight, Radio. Solar panel.	www.Personal.utulsa.edu/Kenneth.we.
Metalwork Machines	Lathe machines, Drilling machines, Power Hack saw, Shaping and Grinding machines.	www.ebay.cp.uk/sch/metalworking.mil. www.warco.co.k/5-metal-working.machine.
Board Practice (use of drawing instruments).	T-square, Set square, Drawing Board, Compass, Dividers, Ruler. Protractor, Pins or Masking tape.	Architect's drawing room or Studio, Technical drawing laboratories.

Source: (NERDC, 2013).

The study of attitudes and attitude change has been a major concept in the history of occupational and social psychology. Attitudes have been used to explain a wide range of human activity and dispositions. Teachers' adoption of immediate environments for instructional delivery dictates their disposition to it. Attitude ushered in the real behavior of human being, aware or unaware (Yusuf, 1998). Also, Little-John (2002) noted that attitude is the building-up of facts about an object, person, situation or experience; a positive or negative mindset towards certain objects. According to the author, attitude towards object performs crucial function in affecting followed behaviors

towards it. In other words, attitude result from group stimulation and personal interest. Positive disposition from the instructors is very important if resources in the community will be effectively composed into the program of activities of the institution. Ademitirin (2008) studied factors affecting integration of ICT in higher education. Some of the factors affecting the effective use of resources in an instructional setting are instructors' dispositions' and belief in the integration of ICT. Olasedidun (2014), opines that attitudes, the affective by-product of one's experience, have their bases in inner urges, acquired habits and all that pertains to ones surroundings.

Adegoke (2003) defines disposition as the state of mind which has to do with our thought, feeling, perception and behavior to reference things that has physical existence. He further asserts that attitude is an enduring structure of belief that predisposes the individual to behave selectively towards attitude referent such as physical objects, events, and even constructs. In his opinion, such affective behavior has been recognized to be central to both the means and end of educational process. It is therefore considered to promote or inhibit in teachers' behavior in the classroom and ultimately teaching and use of instructional resources. The Basic Technology teacher has a lot to do in the Upper Basic Schools since it is most likely that his attitude to Basic Technology as a subject will affect his performance. Some studies have revealed that females are more negative in disposition to computer than males (Liu, 1999). However, studies such as those of Omosewo, Ogunlade and Oyedeji (2012) on attitude of Physics teachers towards utilizing community resources in Physics found out that physics teachers showed a positive attitude towards the use of community resources in teaching physics.

The word 'use' entails setting a thing into action or service in order to achieve end results or a purpose. Utilization of community – based service is the actual act of practically using the valuable content of the services to achieve some purpose/specific goal. To this end, using community – based supports varies with task.

Modes of Using Community Resources in Instruction

Basically there are four ways of utilizing locally available supports/aids or immediate environment for instruction. (Fakomogbon, 2003; NERDC, 2007; Bakare, 2011 & Dada, 2013); these resources can be used as:

1. Instructors and the learners may go to the immediate environment as a form of field trips, industrials visits or excursions, school journey or educational journey.
2. People acting as instructional resource, may be invited for talks. The means by whichlearners have access to these is by embarking on journey to these resource persons or to invite such instructional resource into the school.
3. Captioned video- To avoid logistics of travelling. Most teachers prefer to use computer by embarking on digital educational journey. There are lot ways of doing this and learners' understanding of computer knowledge increased, yet, learners could only experience what they think media involved.
4. Resource corner/ Resource room- Many useful pieces of materials are now readily obtainable, of particular interest are the range of plastic, wood, metals and ceramics wares which are manufactured locally. Here, the teacher needs to apply his personal discretion as to which of these locally available materials can be kept in a corner or in a room for instructional delivery.

The means of accessing these community resources is typically by travelling to locations, that is, by travelling. Industrial visits have maintained itself as a staple in schools. Robert et al (2002) described it as "an excursion to study real processes, people and objects which often grows out of student needs for first hand experiences. It made possible to encounter phenomena that cannot be displayed in instructional environment for observation and study". The unique experiences not available in instructional setting (except through lesser, more abstract means) are often the primary criterion used to justify the time, effort and expenses associated with field trips (AECT, 2008).

Statement of the Problem

Roles played by locally available support or aids for Basic Technology Instructions is very Important. In line with this NERDC (2013) recommended that Basic Science and Technology Curriculum must be implemented with community-base and locally available resources such as things in our homes, market, skilled occupations around us like carpentry workshops, weldering workshops and so on.Ajala, (2017) conducted a research on teachers' perception and attitude towards the use of locally-based support for Basic Technology Instruction. Researcher revealed that there are lots of locally available resources for Basic teachers' have positive perception of utilizing Community Supports in their classrooms Instructions. Akegbejo (1998) asserted that teachers are the notable users who play essential role in the fruitful utilization of instructional resources. Also, Olumorin (2008) explained

that the outstanding integration of ICT into tertiary institutions relies heavily on the degree to which teachers are ready for its' use, not only on awareness and availability.

Attitude is a major precursor to teachers use or non – use of locally available resources. There is need to look into the attitude of instructors towards the use of community resources, the Positive attitude towards the use of community resources for Basic Technology can act as model to shift from teacher - cantered pedagogy to a more learner - centred pedagogy.

Purpose of the Study

The main purpose of this study was to investigate instructors' attitude towards utilizing community resources in teaching Basic Technology in South-West, Nigeria. Specifically, the study:

1. examined the attitude of teachers towards the utilization of locally available supports for Basic Technology
2. examined teachers' frequency of utilizing the available community resources for teaching Basic Technology

Research Questions

The following research questions were generated to guide the conduct of this Study:

1. What is the attitude of Basic Technology teachers towards using available community resources in classroom situations?
2. What is the level of utilizing the locally available supports for Basic Technology by teachers?

Scope of the Study

This research work was a descriptive research type utilizing survey method. The research sample consisted of 959 Basic Technology teachers drawn from the Junior Secondary Schools in two states (Oyo and Osun,) in the South-west Nigeria.

Clarification of Major Terms

The following terms and variables are clarified as used in the study:

Attitude: This is the predisposition of instructors to the use of locally supports or aids for instructional delivery.

Basic Technology: This is a pre-vocational subject in the Nigerian Middle/Junior School Curriculum which combines skills from various vocations for the use and convenience of the society.

Community Resources: These are people, places and all resources outside the immediate classroom or school environment which are relevant for enhancing teaching and learning basic technology.

Instructors: This refers to Teachers of Basic Technology who are teaching the subject presently in their various schools

Use: This refers to Basic Technology teachers' actions of teaching Basic Technology with the use of aids or involvement of different categories of community resources.

METHODOLOGY

Field work outlineemployed during this research was a detailed research type utilizing inquiry approach. Descriptive research design connotes describing event(s) exactly as they appear without the manipulation of external researchers or investigators. The target population for this study was all the Junior Secondary School Basic Technology teachers from two states (Oyo and Osun,) in the South-west Nigeria. Purposive sampling technique was employed to select 959 Basic Technology teachers for this study.Items were selected based on their relevance to "Teachers Perception of, and availability of community resources for Basic Technology". The questionnaire contained items for each of the variables. It is structured in a clear and simple language as this enabled the respondents to provide relevant answers to the questionnaire based on their personal feelings.

The instrumentasked information about demographic characteristics and Bio data information of the teachers and sought to find out if the recommended community resources by NERDC for teaching various topics in Basic Technology are available or not,and how often the resources were use for teaching of the subject. It also find out about Instructors' Attitude towards the use of community resources for teaching Basic Technology.The response mode for availability and level of use of the resources are: available (A), Not Available (NA), Frequently Used (FU), Rarely Used (RU) and Never Used (NU). While the response mode for teachers perception was the Likert's response modes of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The instrument was validated by Educational Technology Experts and measurement and evaluation experts. The reliability of the instrument was determined section by section based on the two major variables. For frequencyof using the recommended community resources, the Cronbach's alpha value was 0.82 and for Instructors' Attitude towards the use of community resources for Basic Technology, the Cronbach'salpha value of 0.72 was obtained. Personal involvement at this stage allowed the researcher to get familiar with the respondents. A total of 959 samples were selected from Oyo and Osun states. The copies of the completed questionnaire were collected from the respondents immediately, coded and analyzed. Facts gathered from the respondents were computed utilizing frequency count, percentage, and*t-test.*

Data Analysis and Results

Demographic Information of Respondents

Table 2: Distribution of Respondents by Gender

S/N	Gender	No. of Respondents	%
1	Male	459	55.9
2	Female	362	44.1
3	Total	821	100

Table 2 shows that the male teacher respondents constitute a greater majority in the research sample than the female counterparts.

Research Question 1:
What is the attitude of Basic Technology teachers towards using available community resources in classroom situations**?**

Table 3: Teachers'Attitude towards the Use of Community Resources in Teaching

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	N	X
1	Ineffectiveness of Community Resources.	185	239	306	91	821	2.63
2	There are better resources to teach than using (CR)	133	238	325	125	821	2.46
3	I prefer teaching theories to practical.	120	208	330	163	821	2.35
4	CR is Arts and Basic Technology oriented.	197	320	256	48	821	2.81
5	CR is too tasking for teaching Basic Technology.	131	234	355	101	821	2.48
6	I think CR is valueless to the teaching and learning of Basic Technology.	123	152	369	177	821	2.27
7	I think CR is time consuming for teaching /learning of Basic Technology.	155	305	269	92	821	2.64
8	Without CR I can be effectiveness in Basic Technology.	132	281	303	105	821	2.54
9	Community Resources consumes money.	177	330	224	90	821	2.72
	Grand Mean						2.54

The items of the instrument are structured in such a way that a mean value that is equal or greater than the benchmark value of 2.5 indicates negative attitude while a mean value of less than 2.5 means positive attitude. However, as revealed in the table 8, items 2 (2.46), 3 (2.35), 5 (2.48) and 6 (2.27) recorded mean scores that are less that the average benchmark of 2.5. Other items recorded mean scores of 2.63 (item 1), 2.81 (item 4), 2.64 (item 7), 2.54 (item 8) and 2.72 (item 9). By comparing total score of 2.54 against benchmark value of 2.5, it can be inferred that, secondary school Basic Technology teachers have negative attitude towards the use of community resources for Basic Technology. The benchmark value is therefore 2.5

Research Question 2:
What is the level of use of the community resources in teaching basic technology by teachers*?*

Table 9: Frequency of Use of the Community Resources for Teaching Basic Technology

S/N	Community Resources	Frequency of Use					
		FU (3)	RU (2)	NU (1)	N	X	Interpretation
1	Wood/Furniture workshop	212	213	396	821	1.78	NU
2	Metal/Sheet Metal Workshop	148	169	504	821	1.57	NU
3	Basic Tech. Workshop	223	165	433	821	1.74	NU
4	Potter' Lodge	113	193	515	821	1.51	NU
5	Sawmill	168	168	485	821	1.62	NU
6	Hydropower Dam	60	62	699	821	1.22	NU
7	Electricity Transmission Station	79	125	617	821	1.35	NU
8	Water Recycling Plant	71	121	629	821	1.32	NU
9	Water Works	90	155	576	821	1.41	NU
10	Radio Transmission Station	93	129	599	821	1.38	NU
11	Mechanic Workshop/Village	262	136	423	821	1.80	NU
12	Blacksmith workshop	160	175	486	821	1.60	NU
13	Airport Control Tower	59	81	681	821	1.24	NU
14	Local Food Processing Industry	186	186	449	821	1.68	NU
15	Packaged Water Industry	160	173	488	821	1.60	NU
16	Plastic Industry	61	112	648	821	1.29	NU
17	Rubber Processing Industry	51	70	700	821	1.21	NU
18	Electrician Workshop	153	232	436	821	1.66	NU
19	Computer Training Centre/Cybercafé	230	159	432	821	1.75	NU
20	Educational Resource Centre	149	189	483	821	1.59	NU
21	Soap Processing Industry	89	118	614	821	1.36	NU
22	Motor Parts Dealer's shop	90	190	541	821	1.45	NU
23	Others	61	48	712	821	1.21	NU
	Grand Mean					1.49	NU

The outcome of the analysis as contained in the table 9, shows that none of the items recorded a mean score that is up to the benchmark value of 2.0. This implies that the identified community resources are not being used whether rarely or frequently.

CONCLUSION:

The findings in the study established that the attitudes of Basic Technology Instructors towards the use of Community Resources are negative and the identified available Community Resources were not being utilized by the Basic Technology Instructors'. The study review that despite the availability of these resources provided by nature, Instructors' hardly make us of them in teaching and learning.

RECOMMENDATIONS

Depending on the findings and conclusions of this study, It was observed that efforts should be made to help Basic Technology Instructors develop high positive attitude towards Utilization of community resources in teaching. Community Resources were available must be planned properly and effectively utilized in the classroom. Therefore Basic Technology Instructors should make use of their immediate environment in their lessons. Government, curriculum designers and educational planners should be motivated to intensify the use of real life experiences and

industrial visits in the teaching and learning process;Government and curriculum designers should shift from teacher-centred pedagogy to a more effective learner-centered pedagogy in the teaching and learning process so that community resources will be known to various stakeholders in education.

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