The Ceramist View on the Effective Maintenance of Instructional Materials in Nigerian Schools in the 21st Century and Post Covid-19 Era.

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Abstract

This article is on the ceramist view on the effective maintenance of instructional materials in Nigerian schools in the 21st Century and Post Covid-19 Era. A view at the present economy calls for management of resources. Total dependent on the foreign instructional material caused it's non-availability in our schools. Not having the materials or knowledge of the materials they used also made it not possible to repair if broken. The purpose of the article is to look at managing instructional materials ourselves as Nigerians with the natural resources (clay bodies) given to us by nature as there are some factors militating against the management of foreign instructional materials in the Schools; such as, absence of government policy, inadequate fund, workshops, storage facilities, maintenance culture, security device and personnel, none cooperative attitude of staff and non- challant attitude of students; thereby hindering the storage and effective maintenance of instructional materials. In this 21st Century of Post Covid-19 Era, total management of the country's resources is very important for economic development. Instructional materials made with clay can be repaired if broken and makes the teaching aids available at all point in Nigerian schools. Based on the findings, it is recommended among other things that teachers should be trained and re-trained on production, storage, maintenance, and management of instructional materials in Nigerian Schools.

Keywords: **Ceramist View**, **Effective Maintenance, Instructional Materials, Schools, Post Covid-19 Era.**

Introduction

Instructional materials severally had played vital roles in educational process, and because of this, they are seen as veritable tool for behavioural change in the classroom. Maintenance has become an important aspect of practically our daily lives. This is more especially on instructional materials used in our institutions of learning. The school has the responsibility to provide teachers with these instructional materials; therefore, there is the need to adopt a good maintenance practices on these instructional materials to enable the continuous and uninterrupted teaching and learning processes in this 21st Century and Post Covid-19 Era. For a desirable change in the learner, good quality teaching has to take place and to ensure good teaching, the teachers should be able to carry their messages in effective ways to the learners using good instructional materials.

Instructional materials are devices used to sustain teaching and learning (Seymour educate, 2016). They are apparatus that teachers have to work together and interact with their students in the classroom setting. Instructional materials are seen as hardware and sometimes software used in learning environment for the aim of instructional process that help to make learning exciting to the learner, and make the teacher work easier creatively (Kurt, 2015). Instructional materials are the theories and practices designed, developed, utilized, managed, and evaluated processes and resources for learning. The use of instructional materials creates an impact on the students' content achievement and serves as addition to classroom performance. Costley (2014) posits that it gives the students the opportunities to interact with their peers which in brings about learning from each other in the class. Teaching and learning with instructional materials in the classroom gives students and teacher a vast knowledge and skills in developing and maintaining quality instructional process.

Instructional materials used in teaching and learning include three and two dimensional materials. Gordon, Seigha, and Akinleye (2019) observed that we live in an era of accountability, therefore, it is important that the maintenance of instructional materials for teaching and learning be checked periodically. Assessment is a vital aspect of instruction process. It checks whether or not the goals the instructional process are achieved. In education, assessment connotes different methods or tools which educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students (Igwe, Idike, Idele, & Ayo, 2020). Okoli (2012) noted that assessment is the organized collection and use of information on educational programmes with the aim of bettering the learning process and development.

The poor utilization of educational materials, may be as a result of poor skills possessed by some teachers, absence of government policy, inadequate fund, workshops, storage facilities and maintenance culture; thereby hindering the storage and effective maintenance of instructional materials (Okoli, 2012). Maintenance practice is regularly checking resources to enable the organization not to experience breakdown as a result of malfunctioned equipments or wastage of money on unproductive maintenance procedures. Judging from Audu and Umar (2013), the prime objectives of maintenance practices is to do work efficiently, control costs and ensure equipments are functioning regularly. Conclusively, maintenance refers to work that carried out regularly on machine or equipment to keep them in good and working condition.

According to Gordon, Seigha, and Akinleye (2019), maintenance of instructional material in Nigerian School is for everybody; teachers, students, laboratory and computer technicians, laboratory attendants, even other non-teaching staff. Accordingly, maintenance of instructional materials in Nigerian Schools calls for general efforts of administrators, teachers, students, parents and the community because money, technical know-how, planning, organisation and commitment by all concerned are important for effective implementation. Consequently, these services are lacking, as a result the instructional materials available are not carefully maintained resulting to dysfunctional. It is based on the aforementioned problems that the researchers are motivated to assess the maintenance practices of instructional material in Nigerian Schools.

The use of instructional materials is very vital in teaching and learning in Nigerian schools. They create interactive teaching and learning and stimulate the learner interest to follow up the lesson as well. In fact, instructional materials moderates the teachers method of teaching, it also provides educators effective means to reach several types of learners and assess students' understanding through various ways. When the instructional materials are accurately maintained and used, enhancement of relationship between teachers and students is realized. Maintenance practices are therefore of the essence on these instructional materials in this 21st Century of Post Covid-19 because it will help in keeping the teaching and learning materials in a state of maximum efficiency with the happenings of the present economy situation of the Country. On this note, the study of Margaret (2009) showed that school facilities which include instructional materials in Nigerian Schools with reference to some selected Secondary Schools in ONELGA were not maintained properly. Studies conducted by Magnus and Obed (2010) showed that Secondary Schools in Obiakpo LGA do not have good maintenance practices for instructional Materials purchased because there are no attendants or technicians, which are supposed to be the major part of maintenance practice of instructional material to boost teaching and learning

within the schools. With this, the instructional materials develop problems regularly because of negligence, and no expert to check and monitor them when they are fully used and returned back for teaching and learning process. Hence, they are damaged in one way or the other and weak in functionality and asking for maintenance attention. This then results to placing order for a new instructional material in the school from the producers abroad or leaving the school without it at all. The problem of this study is that instructional materials in Nigerian Schools seem not to be maintained by the management of the institutions because the materials themselves are produced with foreign materials which they have little or no idea on handling them. There is a raw material (clay) in abundance around us and professional who can produce these instructional materials. It is on this basis that the researchers set out to assess the maintenance practices of instructional materials in Nigerian Schools.

The main purpose of this study is to assess the maintenance practices for instructional materials in Nigerian Schools. The study aimed to:

a. Determine the preventive maintenance practices for instructional Materials in Nigerian Schools.
b. Ascertain the corrective maintenance practices for instructional Materials in Nigerian School.

Preventive Maintenance Practice

Preventive maintenance is a daily maintenance (cleaning and inspection), intended to maintain the healthy condition of equipment/material and avoid breakdown through the prevention of deterioration (Iweh & Ufot, 2012). Stosic (2015) noted that preventive maintenance is a technique that helps determine the condition of operating equipment in order to find out when maintenance should be carried out. Onyekwere (2017) noted that maintenance practice has to be adopted by teachers in Nigerian Schools in order to keep the instructional materials in working teaching and learning condition. These actions should include: dusting instructional materials before using them, returning them to the appropriate laboratory where they were collected, fixing the faulty materials when slightly broken to enable them function smoothly and effectively. The main goal in this maintenance is to preserve and promote instructional material reliability.

Azubuike (2017) pointed out that the intention of maintenance practice is to create a system that will investigate likely failures and make changes to prevent total breakdown. Sheu and Krajewski (2014) noted that when a preventive maintenance practice is established and streamlined, it works well for the entire system. Preventive maintenance actually stops

Corrective maintenance, the type of maintenance used after breakdown or malfunctioning is noticed.

Corrective Maintenance

This relates to the teachers skills in developing the resources while providing the appropriate learning experiences to the learners. Maduabum (2003) Report that lack of adequate professional training as a major problem militating against the effective use of local resources for provision Instructional Material. Oyediran (Isola 2010) stressed the need for a definite well planned training programme of improvisation for teachers. He suggested regular meaningful workshop on improvisation techniques for Nigerian School teachers to improve and update their competence. Most at times teachers do not have access to the resources needed to deliver their lessons. Improvisation is the act of creating something or using something in the absence of the ideal tools. Innovative teachers can use cheaper products to stimulate students interest; teachers can also help students to learn improvisation as an important life skill. If the technical and the human factors are taken into consideration the process of improvisation becomes very successful.

The Ceramist View

The researcher opined that there are certain materials that are usually locally sourced and sometimes factory produced to build objects that can be used for educational purposes; such materials as clay, cane, raffia, wood, straw grasses, etc. 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 artists are always within and around us to sort us out of this lack of instructional materials in Nigerian schools. With the materials used to make their art works, instructional materials can be produced and used effectively for delivery of lessons. The nature and scope of instructional material production sure entails creativity in designing for class activities. The production process will also target to the acquisition of psychomotor skills through manipulation of different types of tools. Producing these instructional materials with our materials will definitely cost less and safe us more cost. The time of waiting for the foreign instructional materials will not be there in that they are made in our environment; meaning that the materials will be readily available when when need and used all the time to achieve academic aim. Producing instructional materials within the locality of the schools will be of the following importance:

Supports the Democratic Values of the Education System: Schools are society's number one enculturation tool. As such, schools across the country seek to create

cultures that honour democratic values. Imagine the impact school-wide if every teacher in the school used improvisation regularly in their classrooms.

Acknowledges and Supports Diversity: In a society as diverse as ours, it's especially important that teachers use teaching approaches that honour and promote student diversity

Builds Classroom Community: Producing our instructional materials does not only offer practice collaborating but develops the skills necessary for student to engage in successful collaboration.

Makes Teachers Better Listeners: Oftentimes, we teachers think we have all the answers. After all, we're putting together the curriculum, the unit plans, and the lesson plans. We know what we want the students to learn and we know how we want to get them from point A (not knowing the material) to point B (knowing the material).

Fosters Creativity

Makes Learning Concrete

Another way improvising can improve learning is by making abstract (and thus difficult to learn) ideas, concepts, or processes more concrete.

Conclusion

Based on the findings of the study, it is therefore concluded that assessment of instructional materials used by Nigerian schools is very important in order to improve the teaching and learning. It is imperative that the maintenance of instructional materials for teaching and learning be assessed periodically. The study also shows that employing a professional laboratory technician in the schools is important.

Recommendations

Based on the findings of the study, the following recommendations are offered

1. Preventive and corrective maintenance should be regularly done on those instructional materials by Nigerian school teachers to prevent damages and complete breakdown of those materials.
2. Nigerian educational sector should employ qualified laboratory attendant, computer technician, model office attendant in schools to carry out basic maintenance and repairs on the instructional materials.

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