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Teachers' Variables and Improvisation of Instructional Materials in the Teaching of Government in Senior Secondary Schools in Uyo Education Zone of Akwa Ibom State

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Abstract
The study investigated Teachers' Variables and Improvisation of Instructional Materials in Secondary Schools in Uyo Local Government Area of Akwalbom State. To achieve this purpose, descriptive research design was used. The population of the study was all the teachers' from the 15 Secondary Schools in Uyo Local Government Area of Akwalbom State. A sample 243 teachers in 12 secondary schools were selected using multi stage and random sampling technique. The instrument used for the study wasresearcher developed and entitled "Teachers Variables and Improvisation of Government Instructional Materials Questionnaire (TVIGIMQ)". The instrument was duly validated and subjected to reliability test using Cronbach Reliability Statistical tool which yielded a reliability Coefficient of 0.75. The three research questions were answered using Simple Regression while the three hypotheses were also tested using Simple Regression at 0.05 level of significance. The results showed that there was no significant influence of teachers' attitudes on improvisation of instructional materials whereas teachers' workload and competence had significant influence on improvisation of instructional materials. Based on the findings, it is recommended among other things that state government should make provision for training/retraining of teachers on improvisation and utilization of instructional materials which will in turn shape the attitude of teachers'. Teachers' workload should be reduced to avail them of the time needed for improvisation and finally, teachers' should be allowed to teach in their area of specialization to ensure competence at improvisation and teaching.

Introduction
Teaching is a profession, and all who desire to belong to the profession should be well grounded in the art of teaching and curriculum delivery. Teachers should be conversant with the philosophy guiding the educational enterprise of any country they intend to practice. They must have mastery of the subjects they specialize in, or in which they are trained. Teachersare expected to plan their lesson (s) ahead of class time; it is during the

planning stage that they will take care of the type of behaviours relevant to their teaching task, with the view to achieving instructional objectives. Teaching is a concept that demands not only the knowledge and skills but also the professional competence in the use of materials so as to influence the behaviour of learners.

Instructional materials are the relevant resources utilized by a teacher during instructional process to facilitate teaching and learning and for the purpose of making the contents of the instructions more practical and less vague. Such resources may be both human and non-human provided they facilitate the acquisition and evaluation of knowledge, skills, attitude, morals and values (EsuandInyang-Abia, 2004). Ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serve as a channel through which messages, information, ideas and knowledge are disseminated more easily. They can therefore be manipulated, seen, heard, felt or talked about.

If the goals and objectives of teaching-learning must be achieved, then teachers must make use of instructional materials. Meanwhile, it is the obligation of the school to make these materials available for teachers. However, where the school cannot provide such standard instructional material, a professionally qualified teacher is expected as a matter of necessity to improvise or produce alternatives that replicate the real thing in order to make understanding available to all students. And this is deemed significant in every class because without this substitute; a teacher may not achieve the goal set for the day.

Improvisation is necessary for any teacher who wishes to advance in the art of teaching, science or art subject. As a result of the importance attached to teaching, teachers make conscious by effort using relevant teaching strategies alongside instructional materials to "make sense" during teaching/learning process. Sometimes, efforts are not being felt, since most of the necessary materials are not made available, worse still, funds are not made available to procure at least some of these instructional materials because sufficient fundsare not allocated to education annually. Thus, improvisation of locally or handmade materials came into place as an alternative measure to replicate standard instructional materials.

According to Mboto, Ndem and Utibe-Abasi (2011), improvisation of instructional materials facilitates teaching and learning, because when such teaching aids are not available, learners cannot do well. This means that teachers' improvisation of instructional materials in teaching and learning process is vital to achieving educational goals and objective. Teachers are the ones to produce these materials but observation has revealed that some teachers are unable to do so due to various constraints.These hindrances shall be succinctly highlighted and discussed in this study as variables.According to Hamann and Gillespie (2009), improvisation is a process of

producing teaching material that can be accessible to teachers from many backgrounds. However, Goldstaub (1996) also observed that some teachers see improvisation as something that people either do or do not do. Therefore, attitude is the catalyst which powers teacher's expectation of a positive or negative outcome based on social acceptance and student achievement.

As good and promising as improvisation of instructional materials might be in teaching and learning, if teachers are not involved in the process, its aim may not be fully achieved. Also, as lofty as improvisation of instructional materials may sound, several factors are associated with it; these includes: teachers' attitudes, teachers' work load, and teachers' competence.

Teachers' attitudes is defined as expectation of a positive or negative outcome of using improvisation in the classroom based on their perception of how the academic and social community would respond to improvisation in the curriculum. Attitude is important because teachers' attitudes toward the subject matter influences what is taught, how it is taught, and who is expected to be able to learn it (Darling-Hammond, 2005).

Some teachers are rigid and dogmatic to such extent that they cannot come out with any artifact on their own in place of the unavailable teaching and learning instructional materials. Such teachers are not resourceful and lack creative thinking which makes them feel lazy in producing improvised instructional materials to enhance their teaching. Some teachers think that the materials that could be used to produce improvised instructional materials are difficult to come by. That is, materials which could be used for the production of improvised instructional materials could not be found in the locality.

Teachers' workload is yet another key factor in instructional materials improvisation. The concept of teachers' workload in schools is not confined to the regular teaching activities like taking classes, preparing lesson plan, marking the scripts, attending training programmes, and conferences. The teachers have to involve themselves in different non-teaching activities like, improvisation of instructional materials, proctoring, coordinating different school activities, taking various administrative posts (other than academic) etc. As a whole, a teacher normally spends 40 to 48 hours in his/her workplace depending on the responsibilities he holds. However, this scenario varies from school to school.

Workload according to Stickler (2000) is the sum of all activities that take the time of an employee. Workload can at times be heavy(overload) or light (under load).Debra (2000) sees role overload as a situation in which employees feel they are being asked to do more than time or ability permits. Furthermore, working under time pressure can be stressful

because people are anxious when they have a lot to do before some deadline, as time runs out a feeling of impending disaster increases.

Some teachers are of the view that, the use of improvised instructional materials during teaching and learning process brings about low standards of instruction. Some teachers also feel reluctant at producing improvised instructional materials with the idea that, improvised materials would make learners not to be abreast with the use of modern equipment. The production of improvised materials increases the work load on teachers. That is to say, that for a teacher to produce an instructional improvised material instead of using original material, one would have to spend more time, money and extra attention. This makes it tedious for teachers.

These are seen as militating factors that hinder the introduction of improvisation of instructional materials. To this end, this study set out to determines teachers' variables and improvisation of instructional materials in the teaching of Government in Senior Secondary Schools in Uyo Local Government Area, Akwa Ibom State.

Statement of the Problems

The quality of education and literacy level in most developing countries are low, especially in the area of teacher quality and instructional materials production and utilization. Improving quality in education requires among other things, competent teachers, vested with the skills of using wide range of instructional materials and the ability to improvise where necessary. The Nigerian Education system is facing major challenges towards achieving quality education, such as the production and supply of instructional materials to schools in order to cope with modern technological challenges. The poor quality or death of instructional materials for different levels of learning increases the teachers' difficulties in teaching and consequently result to poor performance of students in Government in both internal and external examinations. This observed problem can be attributed to a number of factors such as lack of financial support from the Government, large class size, lack of skills and strategies for improvisation

Hence, the study is out to determine teachers' variables and improvisation of instructional materials in the teaching of Government in Senior Secondary Schools in Uyo Local Government Area, Akwa Ibom State.

Literature Review

Teachers' Attitudes and Improvisation of Instructional Materials

Teachers' attitudes will have an effect on what and how curriculum is used in the classroom (Darling-Hammond, 2005). Though moving away from tradition and personal experience may be challenging, teachers are in a position to accept and teach

new values, such as creativity. Teachers need to be involved and supportive if students are to learn and use improvised materials (Azzara, 2005; Riveire, 2006).

Nehemiah, Augustine and Joel (2018), investigated economics teachers' attitudes, challengesand utilization of improvised teaching materials in secondary schools; it was conducted in selected secondary schools in Plateau State, Nigeria. Three hypotheses were formulated to guide the study. Descriptive survey design was adopted, and the population of the study comprised all economics senior secondary school teachers in Plateau State. Research instrument was questionnaire, which was validated by experts in economics education, measurement and evaluation. The reliability coefficient of 0.88 was obtained. The data collected was analysed using mean and standard deviation, while t-test statistic was used to test the hypotheses at 0.05 level of significance. Findings revealed that there was no significant difference in the attitude of male and female economics teachers toward improvisation of instructional materials, there was no significant difference in the attitude of male and female economics teachers toward utilization of improvised teaching materials and there was no significant difference in the challenges to utilization of improvised teaching materials by male and female economics teachers. The study therefore, recommends that there is urgent need for training/ retraining of economics teachers on improvisation and utilisation of improvised instructional materials.

Isaac, Joseph and Valentina (2018), investigated the attitudes of teachers towards improvisation and its effects on the study of science and to suggest recommendations for school administrators. The instrument used was a structured questionnaire. Data for the study were obtained by administering 120 questionnaires to 120 teachers. Ten public Junior High Schools were selected. 12 teachers were sampled randomly from each Junior School making a total of 120. 120 questionnaires were fully answered and returned. The data were analyzed using frequency counts and percentages. The results revealed that there is no significance influence of teachers' attitude towards improvisation and its effects on the study of science.

Teachers' Workload and Improvisation of Instructional Materials

Teachers' effectiveness is positively influenced by having too much to do or having to tackle too difficult work. Denga and Ekpo (2000) found out that overload whether quantitative or qualitative may lead to stress and concomitant gross ineffectiveness. Orjiji (2000) identified work overload and under load of job as factors that can generate feeling of hopelessness and also may contribute towards lack of motivation, depression and inefficiency. In their separate studies, Bryan and Kelly (2003); Burry and Philip (2000); Seigenthaler (2011) found out that role overload and role under load do significantly influence workers, job performance. Ekpo (2000) stipulated that an executive who does not want to delegate powers and responsibilities to subordinates for

mere fear that mistakes might be made and decides to do almost everything may get himself overloaded and this may lead to the exhibition of inertia, inefficiency, incompetence and a high level of stress. Yet as reported by Harbegar and Lohrs(1984) When an executive are stressed up as a result of work overload, they becomes moody, emotionally unstable, experiences lowered self-esteem, resentment of supervision, indecision, job dissatisfaction and non-productivity.

Arnold and Feldman (1986) noted that prioritizing tasks of teachers using support staff for non-professional duties, minimizing the number of meetings and using the meeting time for effectively, time tabling blocking of time for teachers to meet, filtering the demands of outside agencies, capacity- building, providing teachers with knowledge and skill they needed to work as competent professionals, lighten workload and increases improvisation of instructional materials in schools.

Hosain (2016) conducted a study to examine the relationship between workload and performance in improvisation on teaching materials for Bangladeshi university teachers. Workload has been assumed to be an independent factor which has three sub-categories: time spent in teaching, administrative activities and co-curricular responsibilities. Teaching performance was the dependent variable which had three sub-categories: quality of teaching delivery, quality & quantity of research & training and implementation of new technology in teaching. 250 teachers from different categories of fifteen universities were chosen as participants through convenience sampling. Pearson's correlation and regression analysis was adopted to find the relationship between the variables. It was revealed that most independent variables were positively and strongly correlated with the dependent variables except time spent on teaching, implementation of new technology, administrative activities and implementation of new technology which are negatively correlated. The study indicates that to perform better, workload management should be appropriate and adjusted. The study will hopefully help the university management, academic researchers and trainers to formulate and implement effective workload management system.

Similar study was conducted by Adeolu and Arinze (2018) on teachers' workload and its implication on students' academic performance in secondary schools in Akoko North East Local Government Area of Ondo State. Descriptive design of the survey type was adopted and a stratified random sampling was used to select 12 schools, made up of 6 public and 6 private secondary schools. The population consist 132 participants who included 120 teachers and 12 principals. A self-constructed questionnaire entitled "Teachers' Workload and Student's Academic Performance Questionnaire" (TWSAPQ), was administered. Five (5) hypotheses were tested using Pearson's product moment correlation (PPMCC) and T-test at $p<0.05$ level of significance. The results showed that there was a negative correlation between teachers' workload and students'

academic performance (r-cal= -0.420), and a disparity between teachers' actual workload and workload policy standard (t-cal=27.219), also there was significant difference in teachers' workload between public and private secondary schools (t-cal=2.364). The findings indicated that teachers' workload is high in teaching activities (75.8%), data imputation (62.5%), and marking of students' scripts (76.7%), .and impacted negatively on teachers' instructional tasks performance and students' academic performance. The researcher recommended that the State Government and proprietors of private secondary schools should employ adequate number of qualified teachers to meet the workload standard for effective teaching, while learning facilities should be upgraded to enhance workload implementation and improve students' academic performance in secondary schools.

Teachers' Competence and Improvisation of Instructional Materials

Teacher's competency enhances a teacher's ability to create an environment that is fair, understanding, and adaptive to diverse students, ideas, experiences, and backgrounds. Teachers have been found to be the single most important factor influencing student achievement (Cochran-Smith, 2002; Kaplan and Owings, 2002; Lasley, Siedentop and Yinger, 2006).

Akano, (2018) also investigated the effects of teacher use of improvised materials on students' academic performance in Physics in Kontagora, Niger State. The study is a quasi-experimental research design, which utilised a pre-test, post-test and non-equivalent control group. The sample consisted of two senior secondary schools. One school was randomly used as quasi-experimental and the other, a control group. Two research questions and two null hypotheses were set to guide the direction of the research and a researcher made Physics Achievement Test comprising 30 multiple choice questions was administered for pre and post- test. Statistical tools used to analyse data were the mean, standard deviation and the analysis of covariance (ANCOVA). The Study found out that students taught with the use of improvisation performed better than those taught without it. Again it was found that gender bias did not affect students' performance. It was recommended among others, that the government should encourage teachers to use improvised instructional materials as a way to enhancing learning and bridge gender gap in Physics performance.

Jacobson, (2012) carried out a study to investigate the influence of teacher's competence on students; academic performance in senior secondary chemistry. A random sampling technique was used to select 6 secondary schools out of 10 secondary schools in Tai Local Government Area of Rivers State. 200 students, 20 teachers and 6 principals were used in the study. A survey design was adopted for Teachers Competence Questionnaire (TCQ) and Chemistry Achievement Test (CAT) was used to gather data for the study. Three researcher-made instruments namely School principal Questionnaire (SPQ),

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Teachers Competence Questionnaire (TCQ) and Chemistry Achievement Test (CAT) were used to gather data for the study. Data were analyzed using the Pearson product Moment Correlation (PPMC) and t-test. Results revealed that there is significant relationship between teachers' competence and students' academic performance in chemistry. Chemistry students taught by qualified teachers performed significantly better than those taught by unqualified teachers. Also chemistry students taught by experienced teachers performed significantly better than those taught by inexperienced teachers. Recommendations were made on how to promote further development of science teachers in Nigeria.

Purpose of the Study

The purpose of this research was to investigate teachers' variables and Improvisation of instructional Materials in teaching of Government in Senior Secondary Schools in Uyo Local Government Area. Specially, the study sought to:

1. determine the influence of teachers attitudes and improvisation of instructional material for teaching of Government in Senior Secondary Schools
2. determine the influence of teachers workload on improvisation of instructional material for teaching of Government in Senior Secondary Schools
3. determine the influence of teachers competence on improvisation of instructional material for teaching of Government in Senior Secondary Schools

Research Questions

The followings research questions were raised:

1. To what extent does teachers attitudes influence improvisation of instructional material for teaching of Government in Senior Secondary Schools
2. To what extent does teachers workload influence improvisation of instructional material for teaching of Government in Senior Secondary Schools
3. To what extent does teachers competence influence improvisation of instructional material for teaching of Government in Senior Secondary Schools

Hypotheses of the Study

The following hypotheses were formulated to guide the study:

1. There is no significant influence of teachers' attitudes on improvisation of instructional material for teaching of Government in Senior Secondary Schools.
2. There is no significant influence of teachers' workload on improvisation of instructional material for teaching of Government in Senior Secondary Schools.
3. There is no significant influence of teachers' competence on improvisation of instructional material for teaching of Government in Senior Secondary Schools.

Method

The study adopted Ex-post facto research design. This design was found suitable because the variables understudy could not be subjected to any manipulation since it had already occurred. The area of the study was Uyo Local Government Area in Akwa Ibom State. The Population of the study consisted 1564 teachers' in all the 14 public secondary schools in Uyo Local Government Area. There are 1564 teachers in Uyo Local Government Area in the 2018/2019 academic session. A sample of 243 teachers was selected using multi-stage sampling technique. The Instrument used for obtaining needed data was a researcher developed instrument entitled "Teachers' Variables and Improvisation of Government Instructional Materials Questionnaire (TVIGIMQ)". The instrument for the research was given face validation by experts in measurement and evaluation. Cronbach Alpha coefficient was used to determine the reliability of the instrument. 30 teachers' and students who were part of the population but did not take part in the study were used for reliability test. The data obtained was subjected to Cronbach Analysis and a reliability coefficient of 0.75 was obtained, the instrument was considered appropriate for the study. Data generated from the study were analyzed using simple regression to test all the null hypotheses at 0.05 level of significance while simple regression was used for answering the research questions.

Results

The research questions were answered using simple regression while the hypotheses were tested using simple regression. The results of the study arepresented in the following tables.

Research Question 1

To what extent do teachers' attitudes influence improvisation of instructional material for teaching of Government in Senior Secondary Schools?

Table 1: Result of Simple Regression Analysis for the Influence of Teachers' Attitudes on Improvisation of Instructional Material for Teaching of Government.

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate.
Teachers' Attitudes	.056	.003	-.001	6.98722

Results in Table 1 show the extent to which teachers' attitudes influences improvisation of instructional material for teaching of Government to be R^2 (.003). The R^2value of.003 indicates how much of teachers' attitudes influences on improvisation of instructional material. This shows that a variance of 3%in teachers improvisation of instructional material is attributable to attitudes.

Research Question 2

To what extent does teachers' workload influence improvisation of instructional material for teaching of Government in Senior Secondary Schools?

Table 2: Result of Simple Regression Analysis for the Influence of Teachers' Workload on Improvisation of Instructional Material for Teaching of Government.

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Teachers' Workload	.010	.000	-.100	7.64157

Results in Table 2 show the extent to which teachers' workload influences improvisation of instructional material for teaching of Governmentto be R (.000). The R^2value of .000 indicates how much of teachers' workload influences on improvisation of instructional material. This shows that .01 % was the overall contribution of teachers' workload to improvisation of instructional material for teaching of Government.

Research Question 3

To what extent does teachers' competence influence improvisation of instructional material for teaching of Government in Senior Secondary Schools?

Table 3: Result of Simple Regression Analysis for the Influence of Teachers' Competence on Improvisation of Instructional Material for Teaching of Government.

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Teachers' Competence	.351	.123	.116	5.79631

Results in Table 3 show the extent to which teachers' competence influences improvisation of instructional material for teaching of Governmentto be R (.123). The R^2 value of.123 indicates how much of teachers' competence influences on improvisation of instructional material. This shows that 12.3 % was the overall contribution of teachers' competence to improvisation of instructional material for teaching of Government.

Hypotheses Testing

Hypothesis 1

There is no significant influence of teachers' attitude on improvisation of instructional material for teaching of Government in senior secondary schools.

Table 4: Result of Simple Regression Analysis for the Influence of Teachers' Attitudes on Improvisation of Instructional Material for Teaching of Government.

Sources of variation	Sum of Squares	Degree of freedom	Mean square	F-Cal	F-Crit	Decision
Between groups	37.88	1	37.88	.77	3.84	Accepted
Within groups	12010.04	242	48.82			
Total	12047.92	243				

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26.456	2.489		10.628	.000
Teachers' attitude	-.170	.193	-.056	-.881	.379

Not Significant@p ‹. 05; df = 1,246; N = 243; *.

Analysis in Table 4 reveals that the calculated F of .77 is less than the critical F of 3.84given at 0.05 alpha level with 1 and 242 degrees of freedom. This revealed that the null hypothesis which speculated that there is no significant influence of teachers' attitudes on improvisation of instructional material for teaching of Government in senior secondary schools is retained. This implies that teachers' attitude does not significantly influence improvisation of instructional material for teaching of Government.

Analysis of the individual predictors indicated that percentage of teachers' attitude (Beta = -.056, 5.6%). The result also confirmed by calculated t-values (-.881) less than the critical t-value (3.84) at .05 alpha level. This buttressed the fact that teachers' attitudesdo not contribute significantly to the improvisation of instructional material for teaching of Government with 5.6 % of the total variance.

Hypothesis 2

There is no significant influence of teachers' workload on improvisation of instructional material for teaching of Government in senior secondary schools.

Table 5: Result of Simple Regression Analysis for the Influence of Teachers' Workload on Improvisation of Instructional Material for Teaching of Government.

Sources of variation	Sum of Squares	Degree of freedom	M ean square	F-Cal	F-Crit	Decision
Between groups	.06	1	.06	.001	4.96	Rejected
Within groups	583.94	10	58.39			
Total	584.00	11				

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.635	11.289		1.916	.084
	Teachers_ workload	.032	.963	.010	.033	.974

*= Significant@p ‹. 05; df = 1,246; N = 243.

Analysis in Table 5 reveals that the calculated F of .001 is less than the critical F of 4.96given at 0.05 alpha level with 1 and 10 degrees of freedom. This revealed that the null hypothesis which speculated that there is no significantinfluence of teachers' workload on improvisation of instructional material for teaching of Government in senior secondary schools is rejected and alternative which states that there is significant influence of teachers' workload on improvisation of instructional material for teaching of Government in senior secondary schools isretained. This implies that teachers' workload significantly influencesimprovisation of instructional material for teaching of Government.

Analysis of the predictors indicated that percentage of teachers' workload (Beta =.010, 1%). The result also confirmed by calculated t-values (1.916) less than the critical t-value (4.96) at .05 alpha level. This buttressed the fact that teachers' workloaddoes not contribute significantly to the improvisation of instructional material for teaching of Government with 1 % of the total variance.

Hypothesis 3

There is no significant influence of teachers' competence on improvisation of instructional material for teaching of Government in senior secondary schools.

Table 6: Result of Simple Regression Analysis for the Influence of Teachers' Competence on Improvisation of Instructional Material for Teaching of Government.

Sources of variation	Sum of Squares	Degree of freedom	Mean square	F-Cal	F-Crit	Decision
Between groups	64.40	1	64.40	4.55*	3.84	Rejected
Within groups	3485.34	242	14.16			
Total	3549.74	243				

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.997	11.874		16.010	.004
	Teachers_ competence	.032	.963	.399	.395	.381

*= Significant@p ‹. 05; df = 1,242; N = 243.

Analysis in Table 6 reveals that the calculated F of 4.55 is greater than the critical F of 3.84 given at 0.05 alpha level with 1 and 242 degrees of freedom. This revealed that the null hypothesis which speculated that there is no significant influence of teachers' competence on improvisation of instructional material for teaching of Government in senior secondary schools is rejected and alternative which states that there is significant influence of teachers' competence on improvisation of instructional material for teaching of Government in senior secondary schools retained. This implies that teachers' competence significantly influences improvisation of instructional material for teaching of Government.

Analysis of the predictors indicated that percentage of teachers' competence to be (Beta =.399, 39%). The result also confirmed that the calculated t-values (.395) less than the critical t-value (3.84) at .05 alpha level. This buttressed the fact that teachers' competence significantly contributes to the improvisation of instructional material for teaching of Government with 39 % of the total variance.

Discussion of Findings

Teachers' Attitudes and Improvisation of Instructional Materials

The result of the analysis showed that there was no significant influence of teachers' attitudes on improvisation of instructional material for teaching of Government in senior secondary schools. This implies that teachers' attitude does not significantly influence improvisation of instructional material for teaching of Government. This may be because of how these teachers perceive improvisation of instructional materials. Some of these teachers are rigid in terms of acceptance of improvisation of instructional materials.

This research finding supports the those of Nehemiah, Augustine and Joel (2018), which revealed that there was no significant difference in the attitude of male and female teachers toward utilization of improvised teaching materials.

Teachers' Workload and Improvisation of Instructional Materials

The analysis also revealed that there was a significant influence of teachers' workload on improvisation of instructional material for teaching of Government in senior secondary schools. This implies that teachers' workload significantly influences improvisation of instructional material. Hence, teachers' with more workload are less likely to improvise and those with less workload are more likely going to improvise.

This research finding supports Hosain (2016) which established that there is a relationship between workload and performance in improvisation on teaching materials for Bangladeshi university teachers; and who noted that to perform better, workload management should be appropriate and adjusted.

Teachers' Competence and Improvisation of Instructional Materials

The result revealed that there was a significant influence of teachers' competence on improvisation of instructional material for teaching of Government in senior secondary schools. This implies that teachers' competence significantly influence improvisation of instructional material for teaching of Government.

This research finding supports the findings of Jacobson, (2012) which revealed that teachers' competence is needed for proper improvisation of instructional materials.

5.1 Conclusion

The study examined Teachers Variables on improvisation of instructional materials for the teaching of Government in Secondary Schools in Uyo Local Government Area of AkwaIbom State. The result indicated that Teachers' Variables contributed immensely to improvisation of instructional materials. Teachers' workload and teachers' competence were found to have significantly influences teachers' improvisation of instructional materials.

5.2 Recommendations

Based on these findings, the following recommendations were provided:

1. School and state Government should make provision for training/retraining of teachers on improvisation and utilization of instructional materials which will in turn shape the attitude of teachers'.
2. Teachers' workload should be reduced to the barest minimum to afford teachers' the time needed to plan for improvisation of instructional materials.
3. Teachers' should be allowed to teach only in their areas of specialization to assure their willingness to improvise.

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