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## ATTITUDE TOWARDS IMPROVISATION FOR EFFECTIVE SCIENCE LESSON DELIVERY AMONG PRE-SERVICE AND SERVING TEACHERS

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### Abstract

*Attitude towards improvisation for effective science lesson delivery among pre-service and serving teachers was investigated. 100 pre-service and 100 serving teachers were randomly selected from secondary schools in Delta State. Three research questions were formulated to test a twenty-item questionnaire. Analysis of data revealed that many teachers exhibited positive attitude towards improvisation at the same time supported that it is a tedious and boring exercise. The study further revealed that at 0.05 level of significance there was no statistical difference in the attitude of pre-service and serving science teachers.*

### Introduction

The inadequacy and near-absence of teaching aids, laboratory equipment, reagents, chemicals, and laboratory space are well known. An empirical study by Nwoji (1999) revealed that computers, television, radio, chemicals, specimens, video tape instruction, stores, burners, model science learning kits are not available in most schools. The lack of availability of teaching resources resulted to poor teaching. According to Inyang (1997), the teachers preferred to use the chalk-and-talk method. The short cut to effective teaching therefore, is to re-focus on improvisation in integrated science.

Teacher education preparatory programme, according to Maduabum (1990) identified lack of adequate professional training as a major constraint to improvisation by Science, Technology and Mathematics (STM) teachers. This is obviously an indication that the Nigerian STM teacher education programme does not adequately equip teachers with skills in the improvisation of teaching materials.

Improvisation refers to the act of using materials or equipment obtainable from the local environment designed either by the science teacher or with the help of the students or local personnel to aid instructions (Balogun, 1982, Bamide, 1989 and Olagunju, 1998). Thus, improvisation is the act of using an aid to facilitate learning processes.