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Utilization of Instructional Resources as Perceived by Student Midwives in School of Midwifery, Asaba, Nigeria

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Abstract: ***Teaching and learning in midwifery school is incomplete, ineffective and unethical without the utilization of instructional resources, yet many teachers do not utilize any in the teaching of student midwives. Therefore, the purpose of the study was to assess the utilization of instructional resources in facilitating effective teaching and learning as perceived by student midwives in order to provide useful information for necessary intervention. The study was a descriptive survey. Proportionate stratified random sampling was used and 100 out of 136 student midwives participated in the study. A self-developed and well validated questionnaire served as an instrument for data collection. Data was analyzed using SPSS version 20. Descriptive statistics was used for data analysis. Data collected by on the spot administration of questionnaire were analyzed using mean and standard deviation for answering research questions. Findings showed that tutors utilized instructional resources to a low extent in the teaching of student midwives. Findings also showed that student midwives perceived that utilization of instructional resources promoted their concentration and aided their retention of knowledge to a high extent. It was concluded that tutors utilized instructional resources to a low extent in the teaching of student midwives, even though it aided concentration and retention of knowledge to a high extent. Therefore, it suggested that policy makers should design policies that require accreditation and supervision teams to pay more frequent visits to monitor activities of tutors in their utilization of instructional resources. The curriculum for training student midwives should be reviewed to include specific instructional resources required to teach every lesson.***

Keywords: Instructional Resources, Perceived Utilization, Student Midwives

1.Introduction

1.1 Background of IR

Instructional resources (IR) are the humans and objects which store and distribute knowledge or human experiences and are a necessity in teaching and learning [1]. Teaching and learning often occur in a continuum to bring about cognitive, affective and psychomotor development. Teaching and learning can be collectively described as effective if teachers implement their teaching task with adequate knowledge of the subject matter and utilize IR appropriately to stimulate the active involvement of learners [2]. Irrespective of the subject, utilization of IR by teachers is a must for learners to have meaningful learning. Therefore, teachers in midwifery schools need appropriate and adequate IR to provide classroom and clinical trainings that deliver knowledge and skills required by students to demonstrate a balance between the theory and practice components of Midwifery curriculum [3].

IR make the teaching and learning process effective because, they help to attract and hold the attention of learners, promote acquisition and longer retention of knowledge and even facilitate the understanding of abstract explanations, as well as the onward transfer and application of knowledge[4]. However, the devotion of teachers to the utilization of IR in the teaching and learning of students can be better assessed from the perspective of students at the receiving end of knowledge and skills [5].

1.2 Instructional Resources

IR can be defined as the organized combination of people; materials, facilities, equipment and procedures used to promote the teaching and learning process, as well as resolve the problems which modern education faces. Simply put, IR refer to any item of information, a place of evidence, an idea or series of combination of these, which are vital to any given teaching and learning situation [6]. IR include but are not limited to textbooks, teacher's manuals, kits, computer software, apparatus, media collection of library books, films, filmstrips, periodicals, posters, charts, photographs, audio and video tapes, slides, online databases, educational internet sites, teachers within the school and resource persons within and outside the school [6].[4], [7,[8], [9] classified IR into teachers, realia, audio materials, visual materials, audio-visual materials, software, hardware, projected media, two-dimensional resources, three-dimensional resources and internet. Since IR are varied, there are therefore certain criteria which teachers must consider in making good selection, so that the resources will serve the purpose of their usage [9], [10]. These criteria were identified as relevance to lesson objectives, availability, suitability, clarity, durability, portability and cost.

[4], [7] and [11] documented the benefits of IR as arouses and increases interest in learning, holds learner's

attention, offers opportunity for learners to do independent and individualized learning, retention of knowledge, onward transfer and application of knowledge, allowing members of a class to share equally the same teaching experience, helping teachers to provide students with meaningful sources of information and authority, enrich student's experiences by helping them to see what they would ordinarily not be opportune to see, promote greater acquisition of skills, reinforcing verbal message and facilitating the understanding of abstract explanations.

1.3 Instructional Resources and Midwifery Education

In this era, what is prevalent in our society is crave for certification and quackery. It is not surprising that the quality of midwifery care rendered to clients by some midwives is poor compared to the standard practice [12]. Midwifery is a profession whose image is tarnished by the care offered by unskilled professionals [3]. Hence, there is dire need to emphasize practical skills as much as theoretical knowledge. To achieve this, teachers ought to utilize IR that cater for the different learning abilities of learners [5]. This will not only help student midwives to synthesize clinical midwifery practice but improve teaching and learning in midwifery education. This is even more important because, midwives may have the head knowledge and still be practically incompetent. The implication is that tutors need to utilize appropriate IR to enhance the teaching and learning process [12]. However, high cost of IR, teacher's skill, teaching method and the knowledge of teachers on the subject matter have been outlined as factors hindering the effective utilization of IR [13].

Regrettably, IR required in midwifery education are often difficult to obtain and sometimes too large to be carried about for teaching and learning purposes [14]. The difficulty in obtaining them stem from government's bureaucracy in appropriate budgeting and contract bidding before thei`r purchase, as well as difficulty in getting the required specifications from suppliers/contractors. Sometimes, these IR may be available, but hoarded from the tutors/students which they are meant for. The reason for hoarding the IR from students is because of their high cost of purchase and the challenges inherent in replacing them when damaged by students. Obviously, teaching and learning in Midwifery schools is incomplete, ineffective and unethical without the utilization of appropriate IR. Therefore, it is imperative to investigate the utilization of instructional resources that facilitate effective teaching and learning as perceived by student midwives.

1.4 Objectives of the Study

The objectives of this study were to:

1. Ascertain the extent to which instructional resources are utilized by tutors for effective teaching of student midwives in School of Midwifery, Asaba, Delta State.
2. Determine the extent to which utilization of instructional resources promote the concentration of student midwives in School of Midwifery, Asaba, Delta State.
3. Assess the extent to which utilization of instructional resources aid their retention of knowledge among the student midwives in the School of Midwifery, Asaba, Delta State.

2.Study Design and Methods

2.1 Study Design

The study was a descriptive survey.

2.2 Setting

The study took place in the State School of Midwifery, Asaba, Delta State. The school was purposively selected because it is located in the state capital and had the benefit of easier access to the researcher for collection of data. Asaba is the capital of Delta State and is located in the terrace of the lower Niger River in the south-south geopolitical zone of Nigeria. It is developing into an economic nerve centre and has a campus of the State University, an airport, many public and private enterprises.

2.3 Study Population

The study population consisted of student midwives admitted into the State School of Midwifery, Asaba between September, 2014 and September, 2015. Proportionate stratified random sampling technique was used to select 102 out of 133 student midwives.

2.4 Data Collection

A self-developed and well validated questionnaire was used in the collection of data. The questionnaire had four sections. Section A elicited responses on the socio-demographic characteristics of the participants, section B elicited responses on the extent to which tutors utilize instructional resources in teaching student midwives, Section C elicited responses on the extent to which student midwives perceive instructional resources to promote their concentration, while Section D elicited responses on the extent to which student midwives perceive instructional resources to aid retention of knowledge. The responses for sections B, C and D were on a Likert scale. The four (4) points on the Likert scale were Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The test-retest reliability was determined using Pearson's Product Moment Correlation which yielded coefficient of 0.91. This was considered adequate and significant for the study. Face and content validity were ascertained by a professional in Nursing, another in Educational Technology and the third in Measurement and Evaluation. They scrutinized the instrument for clarity of language, logical sequence of items, and ensured that all objectives were covered. The copies of the questionnaire were administered face to face by the researcher and 2 research assistants. Completed questionnaire were retrieved on the spot because all participants were on their break time.

Data collection lasted one day each for the 2 different classes of students. Out of the 102 copies of questionnaire given out, the 102 were returned but only 100 were usable. There was 100% return rate of questionnaires.

2.5 Ethical Consideration

The proposal for the study was sent for approval to the Ethical Review Committee of State Ministry of Health. Written permission was obtained from the Director of Nursing Services and the Principal of the school used in the study. Verbal consent was also obtained from the student midwives who participated in the study after the purpose of the study had been explained to them. Participants were not identified by name instead questionnaires were assigned numbers to ensure anonymity.

2.6 Data Analysis

A total of 102 questionnaires were distributed and all 102 were retrieved but only 100 were usable, giving a return rate of 100%. Section A was analyzed using simple percentages, while sections B, C and D were analyzed using mean and standard deviation. Mean rating of 2.50 and above was accepted as indicative of respondents' agreement with the item. Results were presented in tables.

3.Results

All the participants were female, Christian and possessed Registered Nurse (RN) certificate.

Table 1: Summary of Respondents' Socio-demographic Characteristics
n=100

Characteristics	n	%
Age (in years)		
20 – 25	48	48
26 – 31	29	29
32 and above	23	23
Marital Status		
Single	62	62
Married	38	38
Educational Status		
RN	88	88
RN and BNSc	12	12

Table 1 shows that majority of the respondents were between ages 20 and 25 years, single and possessed only RN certificate.

Table 2: Extent to which Tutors Utilized Instructional Resources in the Effective Teaching of Student Midwives n=100

	Items	Mean	Standard deviation	Remark
1.	Tutors teach every lesson with instructional resources e.g. real objects, video etc.	1.78	0.78	Disagreed
2.	When lessons are taught with charts, only students seated in front benefit	3.03	0.96	Agreed
3.	After demonstrating a procedure, tutors give students models to practice	1.90	0.83	Disagreed
4.	Tutors hoard textbooks that can help students understand lessons better	1.94	0.91	Disagreed
5.	Tutors refer students to the internet for specific or current information	2.88	1.01	Agreed
6.	Tutors use video CDs to do detailed teaching on micro procedures	2.11	0.97	Disagreed
	Cluster total	13.64	5.46	
	Cluster mean	2.27	0.91	

Table 2 shows that items 2 and 5 had a mean score above cut off mean of 2.50 indicating that the respondents agreed that lessons were taught with chart and tutors referred students to the internet for specific information respectively.

Items 1, 3, 4 and 6 had mean scores of 1.78, 1.90, 1.94 and 2.11 which are below the cut off mean (2.50). The cluster mean of 2.27 indicates that tutors utilized IR to a low extent in the teaching of student midwives.

Table 3: Extent to which student midwives perceive that utilization of instructional resources promotes their concentration
n=100

	Items	Mean	Standard deviation	Remark
1.	I participate actively in lesson that are taught with real objects	3.00	0.32	Agreed
2.	When tutors teach with models, it increases my interest in the lesson	3.02	0.32	Agreed
3.	I pay attention to lessons that were taught with videos	3.49	1.57	Agreed
	Cluster total	9.51	2.21	
	Cluster mean	3.17	1.16	

Table 3 shows that items 1, 2 and 3 had mean scores of 3.00, 3.02 and 3.49 respectively which are above the cut off mean (2.50) indicating that utilization IR made them participate actively, increased their interest and helped them to pay attention to lessons that were taught. The cluster mean of 3.17 indicates that student midwives

perceived that utilization of IR promoted their concentration to a high extent.

Table 4: Extent to which student midwives perceive that utilization of instructional resources aids their retention of knowledge n=100

	Items	Mean	Standard deviation	Remark
1.	It is easy to understand what a tutor taught with pictures	3.37	0.50	Agreed
2.	It is easy to remember what was taught with real objects after a long time	3.20	0.60	Agreed
3.	I can explain procedures that were taught with video	3.21	0.83	Agreed
	Cluster total	9.78	1.93	
	Cluster mean	3.26	0.63	

Table 4 indicates that items 1, 2 and 3 had mean scores of 3.37, 3.20 and 3.21 respectively which are above the cut off mean (2.50) indicating that utilization of IR aided their understanding, remembrance and explanation of concepts. The cluster mean of 3.26 indicates that student midwives perceived that utilization of IR aided their retention of knowledge to a high extent.

4.Discussion of Findings

The results of the study revealed that the student midwives perceived that real objects and video CDs were not used to teach them and models were not given to them for practice, but lessons were taught with charts and tutors referred students to the internet for specific information. This indicated that tutors utilized IR to a low extent in the teaching of student midwives. This finding is in agreement with the finding of [14] in their study on "availability and the use of instructional materials in the teaching and learning of Igbo Language in Obollo-Afor Educational zone". According to them, three out of the four available IR were utilized to a low extent, while flash cards were utilized to a very low extent. The finding was corroborated by the finding of [15] in their study on "availability and utilization of instructional materials for Social Studies in junior secondary schools in Enugu State". In their study, they found out that instructional materials for social studies were not effectively utilized. This showed that available IR was under-utilized in the teaching of students.

The results of the study revealed that the student midwives perceived that they participated actively in lessons that were taught with real objects, that their interest increased when lessons were taught with models and they paid attention to lessons that were taught with videos. This indicated that utilization of IR promotes their concentration to a high extent. This finding is in line with the finding of [4] in her study on "use of IR in facilitating effective teaching and learning of Literature-in-English in Oshimili North Local Government Area, Delta State". According to her, most of the respondents in her study reported that use of IR promoted students concentration in class. Corroborating this finding, [16] in a study on "use of instructional materials in the teaching and learning of environmental studies in primary schools: A case study of Winneba" found out that majority of participants mentioned that the inability of teachers to use appropriate instructional materials led pupils to become passive listeners in class, experience boredom and loose interest in the subject. This signified that utilization of IR enhanced the concentration of students.

The results of the study revealed that the student midwives perceived that they easily understood what was taught with pictures easily remembered what was taught with real objects and explained procedures that were taught with videos. This indicated that utilization of IR aids retention of knowledge to a high extent. This finding is supported by the finding of [17] in the study on "availability and utilization of Instructional materials in selected Andragogical setting in Ogun State, Nigeria". According to her more than half of the study participants reported that utilization of instructional materials reinforced knowledge acquired. This study was supported by the finding of [4] in her study on "use of IR in facilitating effective teaching and learning of Literature-in-English in Oshimili North Local Government Area, Delta State". According to her, majority of respondents mentioned that use of IR aided retention of knowledge among students. This showed that utilization IR aided retention of knowledge among students.

5.Recommendations and Conclusions

In conclusion, the respondents perceived that tutors utilized IR to a low extent in the teaching of student midwives, but that the utilization of IR promoted their concentration and aided their retention of knowledge to a high extent. It was therefore recommended that Policy makers should design policies that require accreditation and supervision teams to pay more frequent visits to schools to provide better opportunities to monitor the activities of tutors in their utilization of IR in teaching. Curriculum designers should review the curriculum for training student midwives to include specific IR required to teach every lesson, to guide teachers in the appropriate selection of IR required to teach every lesson. Government should establish IR centers and existing ones should be refurbished, to enable teachers to borrow IR needed for lessons but unavailable in their school. The Nursing and Midwifery Council of Nigeria in collaboration with Ministries of Education should organize education summits where the need for and hindrances to the utilization of IR by teachers/tutors of different categories will be addressed on a regular basis.

6.Implication to Midwifery Education

The results have implications on midwifery education because midwife educators have to make deliberate

efforts to involve relevant IR in the teaching of student midwives, so that the students will not only participate actively in lessons but be able to recall what was taught whenever the need arose. Again, midwife educators have to select and engage appropriate IR for every lesson as well as, teach the lessons in such a way that students can associate relevant IR with specific concepts/procedures.

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