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towards achieving the stated instructional goals and objectives. Community resources can be defined as the integration of human and non-human resources found or situated in the learning process. Community resources are human and non-human resources outside the classroom for the purpose of making relevant observations and also for obtaining some specific information. Abiodun (2009) described the concept of community resources as human and non-human materials that are within the geographical location of both the teachers and the learner. Utilization of community resources would assist the learner to acquire the relevant learning experiences that can bring about meaningful and productive learning.

Community resources enhance meaningful real life experiences by providing learning activities to students using experts, specialists and professionals to share their skills, knowledge and expertise. The mission of community resources is to offer a great opportunity to learners on the observation, collection, permanent keeping of learning experiences in the memory of learners and the ease of retrieval when it is needed. Community resources refer to the various learning situations through which students come into first hand contact with the people, places and things all around them. It includes visiting organizations, institutions, and neighborhoods or regions of the community (Ajelabi, 2000). Teachers' attitude towards the integration of community resources in instruction can greatly affect its use in the teaching and learning process.

Attitude is a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols (Hogg & Vaughan, 2005). Attitude refers to one's feeling towards a situation or impression about the benefits of community resources in instruction. They are best expressed when individuals make statements about their feelings or opinions about certain objects situation, issue or thing. Attitudes are thoughts that can influence future behavior and have implications for such things. Teachers' attitudes towards the use of community resources could greatly influence its use in facilitating instruction. Olawuyi (2008) defined attitude as one's feeling toward a situation or person's experience about something. Yusuf and Fakomogbon (2008) stated that attitude is important in matters relating to learning because of the conscious control it has on the behaviour of an individual.

Yusuf (2009) stated that students' achievement is relatively dependent on teachers' variables like, qualification and years of teaching experience. Teachers improve year after year thus improving in knowledge, skills and technicality. Several studies have been conducted to establish the relevance of teachers' qualification, experience and gender to their productivity and to students' performance. Jimoh (1992, cited in Issa, 2004) asserted that teacher's qualification and experience had significant influence on students' performance. Jaiyeola (1984 cited in Issa, 2004) stated that the quality of education being provided at any educational level depend largely on the characteristic of teachers within the system. The teachers' relationship with the students as well as teacher's ability to encourage and motivate the students affects the academic performance of students. Integration and use of community resources has the potential of enriching instruction. The study concluded that for the successful implementation of the educational programmes contained in the National Policy on Education, there is a need for professionally qualified and experienced teachers that are capable of motivating the students to fully realize their potentials. For example, taking basic technology students to the hydro-power station is a very good community resource for teaching transmission and generation of electricity.

Gender refers to the condition of being male or female. That is, boy or girl, man or woman. Human beings generally all over the world are generally classified into two biological groups. So when we talk of gender, we are referring to man or woman as a social group (Tunde-Awe, 2003). Teachers' attitude is the way they react towards a concept or something. Teachers' attitude contributes to the way react towards the use of improvised instructional materials for teaching. It is when teachers have a positive of the concept of improvisation then they will now develop interest in it and start using it for instruction.

Yusuf (2004) stated that community resources provide students with an enduring view of the physical social and political environment of the learners. The researcher added that community resources open up an opportunity for the students to be acquainted with real the situation, problems and potentials and thus bring about critical thinking and inquiry mind. When community resources are used in basic technology instruction, the students have ample opportunity of seeing practically what they have learnt or heard in theory. Thus, the subject becomes a practical one rather than in abstract form.

Basic Technology as the name implies combines so many of the skills and also equips the learners with the needed qualification for the pursuance of any of the subject and eventually makes a career out of it. It combines so many of the skill subjects or courses at their basic level from which learners can make their choice (Babafemi, 2000). Students at the pre-vocational level are supposed to know how to carry out minor repairs in the different aspects of basic technology thereby making them capable of being self-reliant to some extent upon graduation.

However, available information reveals that these students are lagging behind in this expectation. The school as an institution in the community is created by the society for the transmission of knowledge, skills and values to its young ones (Ajelabi, 2000).

The Nigeria vision 20-20 will be in mirage if the abysmal performance of students in basic technology is not checked on time. Basic Technology instruction requires handling of equipment, tools and materials by students in order to make learning concrete. The poor funding of education has drastically affected the procurement of instructional materials. This makes the adoption of community resources in teaching and learning a necessity. This study therefore, investigated teachers' attitudes towards the use of community resources for teaching basic technology in Ilorin, Kwara State. The importance of teachers in instructional development cannot be over emphasized. This is because it is the teacher that chooses and organizes learning experiences for the learners and also guides motivate and inspires the learners to learn. As stated in the National Policy on Education (FRN, 2013) the quality of any educational programme depends on the quality of those who teach it.

In Nigeria, students' performance has often been dismal (Owolabi & Ogini, 2012). This poor performance is partly blamed on the increasing school enrolment without a correspondent increase in instructional materials (Oyedeki, 2013). The cost of some instructional materials for effective teaching is high; Government has stated reasons why some of the instructional materials cannot go round all schools thereby classified some schools as pilot or mega schools, this mega schools can accommodate less than 15 % of the junior secondary schools student in the country where adequate provision are made for those pilot schools alone (Owolabi & Ogini, 2012). Many factors make the call for improvisation of instructional materials secondary schools in Nigeria. Over the years, the financial allocation to education sector has been inadequate for the realization of educational objectives.

There is the dearth of instructional materials in educational institutions all levels in the country. For instance, Fred (2000), and Issa (2004) observed the ineffective teaching of Basic technology due to non-availability of instructional materials among other factors.

Consequently, there is poor performance of students in Basic Technology in internal and external examinations (Ojo, & Olaniyan, 2007). Balogun (1982) worked on improvisation of science teaching equipment. Bajah (1991) studied improvisation in technology development. Kamoru and Umeano (2006) and Fred (2000) investigated the use of improvised instructional materials for teaching basic technology in Ekiti State. All these researchers noted the inadequate supply of instructional materials for effective teaching and learning and that most of the teachers do not have the adequate knowledge of how to improvise instructional materials. This situation calls for urgent attention of all education stakeholders.

### Research Questions

In this research, the following research questions were raised to guide this study.

1. What is the attitude of teachers' towards the use of community resources for teaching Basic Technology?
2. Does Basic Technology teachers' qualification influence their attitude towards the use of community resources for teaching?
3. Does Basic Technology teachers' teaching experience influence their attitude towards the use of community resources for teaching?
4. Does gender influence the attitude of Basic Technology teachers towards the use of Community Resources for teaching?

### Research Hypotheses

The following hypotheses were formulated:

- Ho<sub>1</sub>: There is no significant difference in the attitude of Basic Technology teachers on the use of community resources for teaching based on qualification;
- Ho<sub>2</sub>: There is no significant difference in the attitude of Basic Technology teachers on the use of community resources for teaching based on experience and
- Ho<sub>3</sub>: There is no significant difference in the attitude of Basic Technology teachers on the use of community resources for teaching based on gender.

### Methodology

The study is a descriptive type of survey method. A researcher-designed questionnaire was employed to elicit responses from the respondents. It was geared towards the collection of data on teachers' attitudes towards the use of community resources for teaching Basic Technology among Junior Secondary Schools in Ilorin, Kwara State. This method was appropriate designed for this study because it involves selecting chosen samples from a large population to discover the relative incidence of distribution and interrelations of some important variables. The target population for this study consisted of all Basic Technology teachers in Kwara State.

A two-stage sampling technique was adopted which include Purposive and stratified random system was employed to select 80 Basic Technology teachers while stratified random sampling was used for qualification, experience and gender classifications.

The questionnaire was entitled Teachers' Attitudes towards the Use of Community Resources and made up of. It consists of two sections. Section A, provides the bio-data of the Basic Technology teachers and section B contained 20 items that focuses on Teachers' Attitude towards the Use of Community Resources for teaching Basic Technology in Ilorin,

[illegible]

## Keywords

### How to Buy Government Bonds

[illegible]Table 6 Teachers' total score towards the Legend of the Sun by Sex and by Teaching

| SN | Samplement                          | W4  | 4   | 11  | 517 | Σ  | Mean         |
|----|-------------------------------------|-----|-----|-----|-----|----|--------------|
|    |                                     | (1) | (2) | (3) | (4) |    |              |
| 1  | Flow rate in 100 seconds to 1000 ml | 28  | 18  | 8   | 9   | 63 | 15.75        |
| 2  | Water flowing through permeap       | 34  | 11  | 4   | 8   | 60 | 15.00        |
| 3  | CR 1000 and 1000 1000 1000 1000     | 29  | 16  | 10  | 5   | 60 | 15.00        |
| 4  | CR 1000 1000 1000 1000 1000         | 6   | 4   | 3   | 20  | 60 | 15.00        |
| 5  | Flow rate in 100 seconds to 1000 ml |     | 12  | 8   | 16  | 60 | 15.00        |
| 6  | Flow rate in 100 seconds to 1000 ml | 6   | 38  | 12  | 8   | 64 | 16.00        |
| 7  | Water CR 1000 1000 1000 1000        | 6   | 12  | 14  | 8   | 60 | 15.00        |
| 8  | Flow rate in 100 seconds to 1000 ml | 18  | 4   | 8   | 8   | 40 | 10.00        |
|    | <b>Grand Mean</b>                   |     |     |     |     |    | <b>14.87</b> |

The items of the *Attitudes towards the Use of Community Resources* scale ranged from 1 (strongly agree) to 5 (strongly disagree) with a mean value of 3.00 or greater than the benchmark value of 2.50 indicating a positive attitude, while a mean value of less than 2.50 means negative attitude. However, when we calculated the total of all the items recorded measures that are negative, the average benchmark of 2.50. By a surprising grand mean score of 2.65 against a benchmark value of 2.50 it can be inferred that, actually school Basic Technology teachers have positive attitude towards the use of community resources for Basic Technology.

### Hypothesis One:

He there is a significant difference between the two groups.

Archie: I'm not kidding.

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

Table 2: t-test on the Attitude of the Qualified and Less Qualified Basic Technology Teachers' Towards the Use of Community Resources for Teaching Basic Technology

| Variable      | N  | Mean    | S.D    | df | t    | P     | Remark      |
|---------------|----|---------|--------|----|------|-------|-------------|
| Qualified     | 46 | 59.3261 | 11.866 | 78 | 0.23 | 0.896 | Significant |
| Non Qualified | 14 | 31.4286 | 7.366  |    |      |       |             |

Significant at 0.05 alpha levels

From the data shown in Table 2, it could be seen that the t-test value is (0.23) at  $p > 0.05$ . Since p-value (0.896) is greater than 0.05 alpha levels, it shows that there is no significant difference in the attitude of the Basic Technology teachers' attitude on the use community resources for teaching based on qualification. The null hypothesis which states that there is no significant difference in their attitude is hereby accepted.

**Hypothesis Two:**

*Ho<sub>2</sub>: There is no significant difference between the attitude of experienced and less experienced teachers' in the attitude towards the use of community resources for teaching.*

Table 3: t-test on the Attitude of Experienced and Less Experienced Basic Technology Teachers' on their Use of Community Resources for Teaching Basic Technology

| Variable         | N  | Mean    | S.D   | df | T    | P     | Decision    |
|------------------|----|---------|-------|----|------|-------|-------------|
| Experienced      | 42 | 61.0476 | 10.93 | 58 | 0.21 | 0.034 | Significant |
| Less Experienced | 18 | 33.111  | 7.717 |    |      |       |             |

Significant at 0.05 alpha levels

From the data shown in Table 3, indicates that the t-test value is (0.21) at  $p < 0.05$ . Since p value (0.034) is less than 0.05 alpha levels, this indicates that there is significant difference in the attitude of the experienced and the less experienced basic technology teachers use of community resources for teaching. The null hypothesis which states that there is a significant difference is hereby rejected.

**Hypothesis Three:**

*Ho<sub>3</sub>: There is no significant difference in the attitude of male and female basic technology teachers' on the use of community resources for teaching.*

Table 4: t-test on the Attitude of Male and Female Basic Technology Teachers' On the Use of Community Resources for Teaching

| Variable | N  | Mean   | S.D    | df | T    | P     | Remark      |
|----------|----|--------|--------|----|------|-------|-------------|
| Male     | 30 | 66.833 | 6.476  | 78 | 0.21 | 0.208 | Significant |
| Female   | 30 | 38.800 | 9.0797 |    |      |       |             |

Significant at 0.05 alpha levels

From the data shown in Table 4, it could be observed that the t-test value is (0.21) at  $p > 0.05$  levels this indicates that there is no significant difference in the attitude of the male and female basic technology teachers use of community resources for teaching basic technology. The null hypothesis which states that there is no significant difference in the attitude of the male and female basic technology teachers in their attitude towards the use of community



resources for teaching basic technology is hereby not rejected

### Conclusions and Recommendations

The following conclusions were drawn from the findings of this study. Basic technology teachers have positive attitude towards the use of community resources for teaching. Basic technology teachers' qualification and experience did not influence their attitude towards the use of community resources. Teachers' gender did not influence their attitude towards the use of community resources for teaching the subject. These findings are similar to those of Fred (2000) found no significant difference in the attitude of the experienced and the less experienced basic technology teachers towards the use of community resources for teaching. Nworji (2000), Kamoru and Umehara (2006), Owolabi and Oginni, (2012) who also found no significant difference in the attitude of the qualified and the non-qualified basic technology teachers. Based on the findings of this study, it was recommended that, seminars, workshops and conferences should be organized for teachers to update their knowledge on the integration of community resources in instruction from time to time.

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