Perception of Agricultural Science Secondary School Students on Improvised Teaching Aids on Academic Performance in Surulere Local Government Area of Lagos State

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ABSTRACT
This study was carried out on the perception of agricultural science secondary school students on the improvised teaching aids on academic performance in Surulere local government area in Lagos State of Nigeria. Four research questions and two null hypotheses guided the study. All students offering Agricultural science as a subject in the selected schools formed the population for the study thus having a population size of three hundred and eighty-one students. Simple random sampling was employed in selecting 200 Agricultural science students of which only 174 was found useful for the analysis, hence 174 formed the sample for the study. A self – structured questionnaire is tagged 'Improvised Agricultural Science Teaching Aids Questionnaire (IASTAQ)' was used for in generating the data for the Study. The reliability coefficient of the instrument determined using Cronbach Alpha was 0. 54. A cut off point of 3.0 was chosen to accept or reject responses on the 5-point scale. The two null hypotheses formulated were analysed using the analysis of variance (ANOVA) at 0.05 level of significance. The findings of the Study revealed that there was a perceived importance of improvised teaching aids on academic performance. It was also discovered that the factors affecting the use of improvised teaching aids to influence students' academic performance were money, time, qualification and experience of teachers. motivation and interest of their teachers. The findings revealed that there was significant difference in the perception on the factors affecting the use of improvised teaching aids on students' performance based on school. The study also revealed that there is a difference in perception of school type on the importance of improvised teaching aids, the factors affecting the use of improvised teaching aids and problems of using improvised teaching aids in the study area. It was recommended that Government at all levels and the school heads should ensure that instructional materials are available in schools due to its perceived importance. Also secondary school's administrators should encourage classroom teachers to improvise and use teaching aids in teaching their subjects due to its perceived importance.
Keywords: Perception, Agricultural Science, Improvised teaching aids, Academic performance
ANOVA, Lagos State.

INTRODUCTION
Science has been: considered as the backbone on which modern day technological breakthrough is built. Mberekpe (2013) noted that the primary goal of science education is the development of scientifically literate individuals that are concerned with high competence for rational thoughts and actions.

However, Parker (2011) see science education to have two broad objectives, first is to promote scientific literacy among citizens on matters directly affecting their own lives   and the society thus helping them to make decisions based on information and   understanding, and the second is to build up technological capability by equipping the future workforce with major science-situated potential and skills, and by preparing students for scientific disciplines in higher education and science-related careers. Science comprises the basic disciplines such a Physics, Chemistry, Mathematics, Biology and Agricultural science. Agricultural science is one of the science subjects in secondary   schools   in Nigerian.

In the view of Maduekwe (2006), he noted that in Nigeria the objectives of science education include the need to prepare students to observe and explore the   environment, provide an explanation for simple natural phenomena, advance scientific attitudes together with curiosity, significant reflection and objectivity, follow the talents and advantage won by means of science to solve everyday issues within the environment, strengthen self-self assurance and self-reliance via situation solving activities in science.

Ampiah (2002) opined that the teaching and learning of an applied science like Agricultural Science consists of learning facts and figures, rules, principles, legal guidelines formulae, obstacle solving, figuring out of basic scientific concepts of standards and clarification of standards and observed phenomena. It's as a result requires that a teacher to use the proper methodology in bringing a greater understanding and learning of a particular learning task. It is important that aspects of Agricultural Science like understanding of normal scientific principles, difficulty fixing founded on observed phenomenon require a good understanding as well as explanatory and obstacle fixing capability of the student concerned.

According to Resmick (2000), it is an unfortunate situation in that students tend to memorize concepts that require analytical thinking and basic knowledge in the concept concerned due to the subject been more theoretical than practical. Since these facts, rules   and laws are memorized and the resultant effect is that the information is not connected in a coherent framework that would allow students to make sense of it, its implication is that learning does not take place. It is, therefore, pertinent that for proper knowledge to be acquired the teacher need to know what decision to make, when to make them and the effect of such decision on the teaching-learning encounter. One way of doing this is that the teacher adapts appropriate improvisation materials in teaching Agricultural science which is likely to result in successful impartation of the subject to the students.

In Nigeria has made it mandatory for teacher to encourage student   through   the   utilization   of improvised teaching material to study agricultural science as a   subject and also develop interest in the subject, thus building a career. In light of the different definitions above, improvisation seems to be the choice of using the best instructional material which enables the teacher to achieve some carefully specified educational objectives taking cognizance its cost and effectiveness. The researcher hopes that improvisation of instructional teaching materials could be one of elements that will enhance the performance of agricultural science students.

Statement of the Problem
Memorization of subject like the sciences has been known to have serve effect on the performance of students in science examinations in secondary schools. One of the major reason for this is the poor attitude of agricultural science students towards the learning of this subject and the lack or total absence of instructional materials. This is because instructional materials play a prominent role towards concretizing learning which will enhance students' academic achievement.

Agricultural science is an extraordinarily most important field for technological development in any country, coupled with the present agenda of the federal government   of Nigeria were agriculture has been considered an alternative source of the revenue for the economy and as such, its teaching and

learning as well as students' poor academic performance coupled with the lack of adequate original materials and equipment for the teaching of Agricultural science in schools have become a source of worry to all stakeholders. For that reason, improvisation becomes inevitable option to resolve these crises.

The Objective of the Study

The main objective of this study is to examine the influence improvised teaching Aids on academic performance in agricultural science among secondary college students in Lagos State. Other specific purposes include:

(i) Examine the importance of improvised teaching aids to influence students academic performance in agricultural science in the study area.
(ii) Identify the factors affecting the use of improvised teaching aids to influence students' academic performance in agricultural science in secondary schools in the study area.
(iii) Determine if there is any difference in the perception on the importance of improvised teaching aids on students' performance based on school.
(iv) Find out there is any difference on the perception on the factors affecting the use of improvised teaching aids on students' performance based on school ?

Research Questions

The following research questions were answered in the course of the study.

(i) What is the importance of improvised teaching aids to influence students academic performance in agricultural science in the study area ?
(ii) What are the factors affecting the use of improvised teaching aids to influence students' academic performance in agricultural science in secondary schools in the study area ?
(iii) Is there any difference in the perception on the importance of improvised teaching aids on students' performance based on school ?
(iv) Is there any difference on the perception on the factors affecting the use of improvised teaching aids on students' performance based on school ?

Research Hypotheses

The following null hypotheses (Ho) were stated to guide the study.

$H0_1$: There is no significant difference in the perception on the importance of improvised teaching aids on students' performance based on school.

$H0_2$: There is no significant difference in the perception on the factors affecting the use of improvised teaching aids on students' performance based on school.

Review of Related Literature

Concept of Improvisation

There are various views to the meaning of improvisation based on the availability of literatures. Okebukola, (2002) and Ikwuanusi, (2007) see improvisation as the art of providing and using alternative materials or resources in the absence of the original or factory made one. Also it can be seen as the art of using equipment or materials or obtained from local environment or produced by the teacher, and with the assistance of the local personnel to enhance instruction.

Olagunju (2008) noted that when a teacher improvises, it enables him to re-think and research for cheaper, better, and faster methods of making the learning process easy and safe for both the students and the teachers.

According to Dada (2006), improvised instructional materials contain the act of manufacturing and using alternative resources aimed at facilitating instruction. However, Nwanosike and Bayero, (2009) defined improvisation as the act of substituting for the real thing that is not available. Corroborating these view Ahmed (2010) defined improvisation as the process of making equipment and materials by you or by engaging the services of others in the absence of real or manufactured ones. Improvisation of instructional materials in secondary schools for teaching/learning purposes cannot be over-emphasized.

Concept of Students Performance
In trying to explain the context of student performance we need to first of all understand what is meant by Academic achievement or (academic) performance. This is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. It can also be defined by students' reporting of past semester CGPA/GPA and their expected GPA for the current semester. The grade point average or GPA is now used by most of the tertiary institutions as a convenient summary measure of the academic performance of their students.

Simply put, Students' performance reflects the ability of student to demonstrate the knowledge that they have learnt throughout the education process (Barkley, 2004) and this knowledge demonstration applies to all levels of education from the primary to the university level.

The importance of students' performance is also attributed by the objective of the institutions of higher learning to provide quality education to their students and this led the institutions to strive in finding ways to improve students' performance by identifying possible factors that led students to either excel or not excel in their performance.

Studies on Effects of Improved Teaching Aids on Students' Performance
Several researchers have carried out studies on teaching aids and academic achievement. Abaas et al. (2012) conducted a study to a determine the effects of Animated Agricultural Science instructional packages on attitude and performance of Junior Secondary School Students in South West Nigeria. Their study revealed that the animated Agricultural Science Instructional packages significantly influenced the academic performance of the selected students.

Ibrahim (2012) investigated the effects of improvised and conventional instructional materials on pupils' academic achievements and attitude to Basic Science. Experimental design using pretest and posttest was adapted. The sample of 120 primaries 5 pupils was selected through the use of table of random numbers. The selected schools were randomly assigned to experimental group I, experimental group II and control group. The experimental group I was exposed to improvised materials and experimental group II was taught with conventional instructional materials. The control group was taught with lecture method. The instruments used for data collection were Basic Science Achievement Test (BSAT) and Basic Science Attitude Questionnaire (BSAQ) with reliability co-efficient of 0.73 and 0,83 respectively. Three hypotheses were tested at P≤0.05 level of significance using Analysis of variance (ANOVA), t-test and Wilxocon Signed Rank Test. The results indicated that pupils taught with improvised and conventional materials have no significant difference in their mean scores but showed significant difference with the control group. In addition, no significant difference in the pupils' attitude before and after exposure to improvise and those exposed to conventional instructional materials.

Ugbe and Dike, (2012) investigated the comparative effect of using improvised freefall apparatus and bomb calorimeter in teaching the concept of enthalpy in Chemistry. The objective of the study was to determine the effectiveness of using improvised freefall apparatus and bomb calorimeter in teaching the concept of enthalpy. A pretest – posttest control group design was used for the study. Analysis of Covariance (ANCOVA) was used to analyze the data. The result showed that improvised freefall apparatus as a resource for teaching the concept of enthalpy was more effective in enhancing students' academic performance in chemistry as compared to bomb calorimeter.

Isola (2010) examined the effects of instructional   resources   on   students'   performance   in West Africa School Certificate Examinations (WASCE) in Kwara State. He correlated   material resources with academic   achievements   of   students   in   ten   subjects. Data were collected   from   the subject teachers   in relation to the   resources   employed   in   the   teaching. The achievements of students in WASCE   for   the   past   five   years   were   related   to   the   resources   available   for teaching   each   of   the   subjects. He   concluded   that   material   resources   have   a   significant effect   on   student's   achievement   in   each   of   the subjects.

Onasanya and Omosewo (2010) investigated the effect of using standard instructional materials and improvised instructional materials on Secondary School Students' Academic Performance in Physics in Ilorin, Kwara State, Nigeria using selected Secondary Schools in Ilorin Metropolis of Kwara State and

employing the quasi-experimental design. The findings of the study revealed that improvised instructional materials in the comparison of the male mean scores of experimental and control groups were the same entry level with regard to academic ability with (t = 1.23, df = 7, p = 0.05).

Adeyemi and Olaleye (2010) investigated the effect of students' involvement in the production of instructional materials on their academic performance in Biology. A pre-test – posttest control Group Quasi- Experiment design was used. Intact class of one hundred and twenty (120) students of SS2 class was used. Data was collected using Biology Achievement Test for Instructional Materials (BATIM) and were also analyzed using ANCOVA. The results showed that there exists a significant difference between students taught Biology using produced models and those taught Biology using already prepared bones.

RESEARCH METHODOLOGY

The study employed the descriptive survey. According to Osuala (2005) descriptive survey design gives the accurate assessment of the characteristics of the whole populations of people. It is also more realistic than the experiment in that it investigates phenomena in their natural setting. The population for the study consist of five hundred and thirty-four (534) agricultural science students made up of three hundred and four (304) male agricultural science students and two hundred and thirty (23) female agricultural science students in Surulere Local Government area. A two stage sampling technique was adopted in the survey. The first stage was the selection of five (5) secondary schools. The second stage was the random selection of one hundred and seventy-four (174) students which form the sample size. A self–structured questionnaire tagged Improvised Agricultural Science Teaching Aids Questionnaire (IASTAQ)' with 21-items was used to elicit responses form the students. The specific objectives and hypotheses of the study were analysed with descriptive and inferential statistics. Mean and standard deviation were used to provide answers to the research questions while the inferential statistics (ANOVA and Post Hoc test) were used to provide solution to the hypotheses. The mean of five point Likert scale of measurement was used to determine the factors influencing adolescent sexuality; health implications; effects of adolescent sexuality of academic achievements; the mean value of 3.00 was used as the cut-off point of the Likert scale of measurement. Data were analyzed using the aid SPSS version 24.

RESULTS AND DISCUSSION

This study focused on the effect of improvised teaching aids on academic performance in agricultural science among secondary school students in Surulere LGA of Lagos State, Nigeria.

Research Question One:

What is the importance of improvised teaching aids to influence students' academic performance in agricultural science in the study area?

In order to provide e answers to this question, the following table showed was provided.

Table 1: The percentage, mean and standard deviation summary of responses on importance of improvised teaching aids to students' performance.

S/N	Statement	Mean	Std.D	Decision
1	Improvised teaching aids influence my learning and understanding of agricultural science and therefore improves my performance.	4.56	0.740	Accepted
2	Improvised teaching aids makes complex and difficult context in agricultural science easy for me to understand	4.36	0.840	Accepted
3	Improvised teaching aids save time and also promotes my retention in the knowledge and performance in agricultural science	4.20	0.935	Accepted
4	Improvised teaching aids arouse my interest by attracting my attention in agricultural science and therefore improves my performance in the subject.	4.15	0.956	Accepted
5	I perform better in agricultural science when taught with improvised teaching aids.	4.22	1.065	Accepted

Source: Field survey, 2017

Table 1 showed the distribution of respondent based on their response to the importance of improvised teaching aids in the student's performance in agricultural science, with all the responses being accepted as they were all above the men cut off of 3.0.

From the Table 1 the leading importance regarding improvised teaching aids on academic performance is "Improvised teaching aids influence my learning and understanding of agricultural science and therefore improves my performance" (M=4.56). Followed by "Improvised teaching aids makes complex and difficult context in agricultural science easy for me to understand" (M=4.36), "I perform better in agricultural science when taught with improvised teaching aids "(M=4.22) Whilst "Improvised teaching aids save time and also promotes my retention in the knowledge and performance in agricultural science and "Improvised teaching aids arouse my interest by attracting my attention in agricultural science and therefore improves my performance in the subject." are the two least factors with mean score of (M=4.20) and (M=4.15) respectively.

Research Question Two:
What are the factors affecting the use of improvised teaching aids to influence students' academic performance in agricultural science in secondary schools in the study area?

Table 2: Summary of descriptive statistics on factors affecting the use of improvised teaching aids to influence students' academic performance in agricultural science in Secondary schools in the study area.

S/N	Statement	Mean	Std.D	Remark
1	The space of time available allocated for agricultural science influence my academic performance in agricultural science.	3.63	1.194	Accepted
2	My academic performance in agricultural science improved because of the qualification and experience of my teachers.	4.27	1.134	Accepted
3	The use of improvised teaching aids is influenced by the number of students in our classes.	2.91	1.454	Accepted
4	My academic performance in agricultural sciences is influenced by availability of physical facilities and community resources.	3.75	1.435	Accepted
5	Students cultural background or educational level has influence on the use of instructional teaching aids.	3.54	1.210	Accepted
6	My academic performance in agricultural science is influenced by motivation and interest of my agricultural science teachers in improvising instruction aids.	4.24	1.126	Accepted
7	To the best of my knowledge Money and time are important factors in using improvised teaching aid.	4.52	.824	Accepted

Source :Field survey, 2017

Table 2 shows the Summary of descriptive statistics on factors affecting the use of improvised teaching aids to influence students' academic performance in agricultural science in secondary schools in the study area. Thus with regards to factors affecting the use of improvised teaching aids to influence students' academic performance, the foremost factor is "To the best of my knowledge Money and time are important factors in using improvised teaching aid" (M=4.52), this is followed by "My academic performance in agricultural science improved because of the qualification and experience of my teachers." (M= 4.27) next important factor is "My academic performance in agricultural science is influenced by motivation and interest of my agricultural science teachers in improvising instruction aids" (M=4.24). "My academic performance in agricultural sciences is influenced by availability of physical facilities and community resources" (M=3.75). This is closely followed by "The space of time available allocated for agricultural science influence my academic performance in agricultural science" (M=3.63) The least factor is "Students cultural background or educational level has influence on the use of instructional teaching aids" (M=3.54). However, "The use of improvised teaching aids is influenced by the number of students in our classes" (M=2.91) was not considered an important factor since it was lower than the acceptable level of 3.0

Research Question Three:
Is there any difference in the perception on the importance of improvised teaching aids on students' performance based on school?
Table 3: Summary of descriptive statistics on perception on the importance of improvised teaching aids on students' performance based on school.

School	No. of Students	Mean	Std. Deviation
Anser ru deen	33	21.88	2.058
Aguda sen sec school	39	21.05	2.695
Medley college	27	19.26	2.768
Community school	23	22.17	2.774
Obele Community school	52	22.44	1.862

Source: Field survey ,2017.

Table 3 showed the descriptive statistic on perception on the importance of improvised teaching aids on students' performance based on school. The mean perception score of student's perception from Obele community school (22.44), community school (22.17), Anser ruun deen (21.88), Aguda Senior Secondary School (21.05) and finally Medeley college (19.26). The implication of this result is that students from Obele community school has the highest the mean perception score, while medeley college has the lowest mean perception score, with a mean difference of 3.18. Thus student from Obele community school perceives the influence of improvised teaching aids more than students from other schools.

Research Question Four:
Is there any difference on the perception on the factors affecting the use of improvised teaching aids on students' performance based on school?
Table 4: Summary of descriptive statistics on perception on the factors affecting the use of improvised teaching aids on students' performance based on school.

School	No. of Students	Mean	Std. Deviation
Anser ru deen	33	28.30	3.592
Aguda sen sec school	39	26.79	2.993
Medley college	27	22.41	3.598
Community school	23	29.52	2.661
Obele Community school	52	27.13	2.672

Source: Field survey ,2017.

Table 4 shows the descriptive statistic on perception on the factors affecting the use of improvised teaching aids on students' performance based on school. The mean perception score of student's perception from Community school (29.52), Anser ru deen (28.30), Obele community school (27.13), Aguda Senior Secondary School (28.30), Aguda Senior Secondary School (26.79) and finally Medeley college (22.41). The implication of this result is that students from Community school has the highest the mean perception score, while Medeley college has the lowest mean perception score, with a mean difference of 7.09. Thus student from Community school perceives the factors influencing the use of improvised teaching aids more than students from other schools.

Test of Research Hypotheses
Testing Hypothesis Three (H0₁)

There is no significant difference in the perception on the importance of improvised teaching aids on students' performance based on school.

Table 5 - ANOVA of the mean responses of the students on the importance of improvised teaching aids on students' performance based on school.

	Sum of Square	Df	Mean square	F	Sig.
Between groups	204.765	4	51.191	9.043	.000
Within groups	956.729	169	5.661		
Total	1161.494	173			

Source: Field Survey, 2017*.*

The ANOVA statistics on Table 5 revealed that students according to their schools differ significantly in their mean responses on the importance of improvised teaching aids on students' performance F= (4,169) = 9.043, P=.000. The result presented in Table 5 led to the use of Post hoc analysis.

Table 6: Post hoc Analysis using Scheffe Post hoc Criterion Multiple Comparisons on importance of improvised teaching aids on students' performance based on school

I Use of improvised teaching aids	J	Mean Difference (i-j)	Std Error	Sig	95% interval	Confidence
					Lower Bound	Upper Bound
Scheffe Anser ru deen	Aguda sen sec school	.828	.563	.706	-.93	2.58
	Medley college	2.620*	.617	.002	.70	4.54
	Community school	-.295	.646	.995	-2.31	1.72
	Obele community school	-.564	.530	.889	-2.21	1.09

**Source*:* Field Survey, 2017.   The Mean difference is significant at 0.05 level.

From Table 6 Multiple Comparisons, we can see that students from Anser ru deen and the students from Medley college showed a significant mean difference of 2.620, std error.0.617 and P=0.002 at the 0.05 level of significance. However, there was no significant difference between. Students from Anser ru deen and those from Aguda sen sec school (P = 0.706), Community school (P=0.995) and Obele Community school (P=0.889) regarding their perception on the level of responses on the importance of improvised teaching aids on students' performance. Consequently, we can say that there was a statistically significant difference between the students from Anser ru deen and the students from Medley college determined by One Way ANOVA (). Hence, the null hypothesis stated was rejected. Therefore, a Scheffe post hoc test revealed that the students Anser ru deen perception on the importance of improvised teaching aids on students' performance was higher than students from Medley college. This might be due to the fact that students from Anser ru deen might be better exposed to issues of improvisation of teaching aids

Testing Hypothesis Three (H0$_2$)
There is no significant difference in the perception on the factors affecting the use of improvised teaching aids on students' performance based on school.
Table 7- ANOVA of the mean responses of the students on the factors affecting the use of improvised teaching aids on students' performance based on school.

	Sum of Square	Df	Mean square	F	Sig.
Between groups	771.046	4	192.761	20.238	.000
Within groups	1609.644	169	9.525		
Total	2380.690	173			

Source: Field work 2017.

The ANOVA statistics on Table 7 revealed that students according to their schools differ significantly in their mean responses on the factors affecting the use of improvised teaching aids on students' performance F= (4,169) 20.238, P=.000. The result presented in Table 13 led to the use of Post hoc analysis.

Table 8 : Post hoc Analysis using Scheffe Post hoc Criterion Multiple Comparisons on factors affecting the use of improvised teaching aids on students' performance based on school.

Factors affecting the Use of improvised teaching aids	I	J	Mean Difference (i-j)	Std Error	Sig	95% interval	Confidence
						Lower Bound	Upper Bound
Scheffe	Anser ru deen	Aguda sen sec school	1.508	.730	.374	-.77	3.78
		Medley college	5.896*	.801	.000	3.40	8.39
		Community school	-1.219	.838	.715	-3.83	1.39
		Obele community school	1.168	.687	.577	-.97	3.31

Source : Field work 2017. The Mean difference is significant at 0.05 level.

Table 9 shows the multiple comparisons, and it can be seen that students from Anser ru deen and the students from Medley college showed a significant mean difference of 5.896, std error.0.801 and P=0.002 at the 0.05 level of significance. However, there was no significant difference between. Students from Anser ru deen and those from Aguda sen sec school (P = 0.374), Community school (P=0.715) and Obele Community school (P=0.577) regarding their perception on the level of responses on the factors affecting the use of improvised teaching aids on students' performance. Consequently, we can say that there was a statistically significant difference between the students from Anser ru deen and the students from Medley college determined by One Way ANOVA (). Hence, the null hypothesis stated was rejected. Therefore, a Scheffe post hoc test revealed that the students Anser ru deen perception on the factors affecting the use of improvised teaching aids on students' performance was higher than students from Medley college. This might be due to the fact that students from Anser ru deen might be better exposed to issues of improvisation of teaching aids

DISCUSSION OF FINDINGS
The first analysis reveals that the use of instructional materials has significant relationship between the overall performance of students in agricultural science. This became evident as all the answers from the items indicates a positive response hence the highest percentage agree that improvised teaching aids influences students' performance. These results corroborate the finding of Umaru (2011) that instructional materials influence student's performance in Agricultural Science in Kwara State. Also according to Esu (2004) that ordinary word of verbalization without the use of instructional materials has been to be inadequate for effective teaching.

Olumorin,et al (2010) also corroborated the importance of instructional materials. They noted that it helps teachers to teach conveniently and the learners to learn easily without any problem, thus they asserted that the use of instructional materials have direct contact with all sense organs. However, Kochhar (2012) opined that instructional materials are very significant learning and teaching tools. He advised the needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students 'interests in the subject

The findings showed that factors affecting the use of improvised teaching aids to influence students' academic performance, all factor such as money, time, qualification and experience of teachers. motivation and interest of teachers, etc were considered an important factor while the number of students in classes were not considerd important factors. The results are in agreement with the findings of Dauda, et al (2016) that qualification of mathematics teachers, teaching method, and instructional materials were highly perceived by students as important determinants of their success in learning. They further noted that, students' attitude towards mathematics teaching and learning was an important factor in the performance of students

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In testing the hypothesis, the first hypothesis states that hypothesis states that there is no significant difference in the perception on the importance of improvised teaching aids on students' performance based on school. The findings further revealed the null hypothesis was rejected. Therefore, a Scheffe post hoc test revealed that there was significant difference in the perception on the importance of improvised teaching aids on students' performance based on school.

The findings of the one-way ANOVA analysis on hypothesis revealed that the null hypothesis stated was rejected. Consequently, a Scheffe post hoc test revealed that there was significant difference in the perception on the factors affecting the use of improvised teaching aids on students' performance based on school. This is in line with the finding of Adedayo (2008) the major factors that could affect academic attainment include family background, personal interest, school environment and peer group.

The findings of ANOVA statistic carried out on hypothesis two showed a significant difference among the groups. This implies that students' perception on their perception on the factors affecting the use of improvised teaching aids on students' performance based on school. When exposed to further analysis using Scheffe post hoc it shows significant difference between the Anser ru deen and the students from Medley college, Community school and Obele Community school. So the null hypothesis was rejected.

CONCLUSION
This study examined the influence improvised teaching Aids on academic performance in agricultural science among secondary college students in Lagos State. From the study it was discovered that there was a perceived importance of improvised teaching aids on academic performance. This thus butress the importance of improvised teaching aids. It was also discovered that the factors affecting the use of improvised teaching aids to influence students' academic performance were money, time, qualification and experience of teachers, motivation and interest of their teachers. The study also revealed that there is a difference in perception of school type on the importance of improvised teaching aids, the factors

affecting the use of improvised teaching aids and problems of using improvised teaching aids in the study area.

RECOMMENDATIONS

The following recommendations were made based on the findings and conclusion of this study: Government at all levels and the school heads should ensure that instructional materials are available in schools due to its perceived importance. Also secondary school's administrators should encourage classroom teachers to improvise and use teaching aids in teaching their subjects due to its perceived importance.

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