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The Use of Instructional Media among Selected Science Subject Teachers in Ilishan Remo Senior Secondary Schools, Ogun State

Nwosu Jonathan C. (PhD), John Henry Chukwudi and Ehud Micah Monday

Abstract

The use of instructional media is no longer a new trend in teaching and learning process, due to the advent and convergence of Information and Communication Technology. Accessibility and use of educational media has now been seen as a “Messianic concept” to create an effective teaching and learning processes among secondary school students. Despite its availability, instructional media have been poorly utilized due to teachers approach towards its use. However little is known about the availability and use of instructional media in the Nigerian education system particularly in the Secondary school learning setting. This paper investigates the availability and use of instructional media among science subject teachers in selected senior secondary schools in Ogun State. The study adopted a descriptive survey research design. The targeted sample size of this study involves all the 35 science subject teachers in Babcock University High School (BUHS) and Ilishan High School (IHS). Due to the size of the population, probability sampling technique was used in this study. A structured questionnaire was developed and validated by 2 senior lecturers of Educational Technologist, and the reliability coefficient (Cronbach's alpha) was 0.89. The study revealed that schools have instructional media materials and are been used by the science subject teachers in Babcock University High School and Ilishan-Remo High School. The available and widely used instructional materials are Textbooks, Pictures, Computers, Newspapers and Magazines, Technical Laboratories, Projectors and display boards. Even though this Media are available, it has also been revealed that the frequency and attitude of use have showed a large decline. Poor internet connection, staff Training/workshop, and seminar on how to use Instructional Media, Maintenance, Storage facilities and lack of personal computers are part of the bottleneck towards the accessibility and use of instructional Media among science subject teachers in the two selected schools.

Keywords: Availability, Use, Instructional Media, Science Subject Teachers, Senior Secondary School.

Introduction

Science and technology have long been regarded as an instrument for nation building, which has propelled every country to crave for Science and Technology advancement, which can only be achieved through the education. In developing countries like Nigeria, where means of achieving technological development and economic survival are sought; high priority is now placed on the teaching and learning of science in schools. This is reflected in section 8 of the National Policy

on Education (NPE) where it was stated that, “Not less than 60% of places shall be allocated to science and science-oriented courses in the conventional universities and not less than 80% in the universities of technology” (Asubiojo & Aladejana, 2013). It has now become a wake-up call for science subject teachers to seek the most appropriate medium of enhancing their teaching methodology through the use of instructional media to foster learning outcome among the senior secondary school students, which make the students to key in into science courses when they get to the higher institution of learning.

Knowledge of science claims that man receives message or information through five senses organs, namely, ear, eyes, hand/skin, tongue and nose. Akorede (2015) reports that the quantity of teaching and learning shows student’s learn by 1% through sense of taste, 1.5% through the sense of touch, 3.5% through the sense of Smell, 11% through the sense of hearing, 84% through the sense of sight. Due to this, there have been paradigm shifts in the pattern of teaching and learning among students in the secondary schools. Schools are now been charged with the provision of adequate teaching aids to serve the objective of teaching and learning of science subjects. The instructional technology in secondary schools has been widely researched but many questions still remain unanswered. Research in various relevant areas is still needed. Educators are asking if technologies will make any difference in the performance of students. At the same time, teachers are asking if there exists a better tool to assist in the course delivery. The learning environment of a classroom assisted by instructional technology is different from one without technology and the question remains regarding the benefits of technology in the classroom. If technology is available in the classroom, does that mean that students are actively engaged in learning? Would the instructional technology promote higher order thinking skills among students and facilitate the preferred inquiry based learning? The teaching and learning strategies and the curriculum are all affected by the inclusion of instructional technology and research would continue to add new information and shape to the evolution of instructional technology in the classroom (Ahmed & Ahmed, 2005).

It is evident that in any type of educational system, the quality of the teachers depends on students’ academic achievement. Science subject teachers tend to use instructional media more for teaching because science demands more practical clarifications. Despite its availability, instructional media have been poorly utilized due to teachers approach towards its use. However little is known about the availability and use of instructional media in the Nigerian education system particularly in the Secondary school learning setting. In addition, very few empirical studies exist in Nigeria regarding the use instructional media among science subject teachers in secondary schools.

The objective of this study is to find out the effect of the use instructional media in the teaching-learning among science subject teachers. The quest to improve teachers’ teaching methodology and their students’ academic performance has generally calls for great concern therefore something must be done for improvement. Thus the following questions will be answered in this work:

1. What are the various sources of instructional media accessed and used by Science Subjects Teachers in teaching?
2. What are the frequencies of instructional media usage among science subject teachers?

3. What are the attitudes of science subject teachers towards the use of instructional media?
4. What are the problems encountered during the accessibility and use of instructional media among science based teachers?

Literature Review

Nigeria Senior Secondary School System

Education in Nigeria is based on a 6-3-3-4 system, which involves three levels of institutional learning processes: at the primary school level at the secondary school level and at the tertiary level. Secondary School Education, which used to last for five years, now takes 6 years to complete.

The first phase of the secondary education, which lasts for three years, is provided at the Junior Secondary Schools (JSS). At the end of these three years, students sit for Junior Secondary School Examination (JSSE) and the successful ones are awarded the Junior Secondary School Certificate (JSSC). A successful completion of the JSS is a prerequisite for the second phase - the Senior Secondary School (SSS), which also lasts for three years. At the end of this period, students obtain the Senior Secondary School Certificate (SSSC) after writing and passing the final examination, which is the Senior Secondary School Examination. The SSSC is equivalent to the former West African School Certificate (WASC). Irrespective of which secondary schools student attended, all students who wish to study at a university level must have at least 5 credits (in not more than two exams) out of the subjects they entered for in the SSS exam(s) or West African General Certificate of Education - Ordinary Levels (GCE O/levels), and it is highly compulsory that they possess a credit in Science Subjects irrespective of the intended field of study in the university (Okonkwo, 2015).

Types of Instructional Media

Tolorunleke (2013) viewed instructional media as the vehicle through which instructions are disseminated to the learners for the purpose of appealing to their senses of touching, seeing, hearing and feeling so that desired behavioral changes are achieved. No media, in their own right have absolute influence, but are mere vehicles for more or less well designated instruction. Instructional media can be classified based on convenience; media can be classified into:

1. Durable and Non-Durable Media: Durable materials are Media that last for very long time. This includes Computer, Projectors, Television, Radio, Cameras etc. They are hardware and possess high technology materials (Hi-Tech). Non-Durable media as the name implies are materials that have short life span or those that cannot be stored for a very long time. These media include pictorial and graphic representations such as posters, maps, charts etc.; projected pictures such as film strips, transparencies, motion pictures etc.

2. Audio-Visual Media: Media under this classification appeal to the sense of hearing and seeing. Examples include video, television, computer motion pictures etc.

3. Print and Non-Print Media: Print media include books, newspapers, journals pamphlets etc. while the non-print media are maps, charts, postal, graphs etc.

4. Projected and Non-Projected Media: The projected materials require other equipment's especially projectors to function. In most Instances, they require electricity. An example includes slide and film strips, video cassette, transparencies, motion pictures, computer software etc. The non-projected media are those that do not require any other equipment to function. Materials like poster, flash cards, charts, pictures etc. fall under this category (Adekola, 2010).

Oluwadare, (2010) states that “where instructional materials are properly selected utilized and appropriately matched to a specific learning objective, learner characteristic and the structural properties of the learning task, perception, understanding transfer of training, recall and retention can be enhanced. Properly selected and utilized instructional media “can promote academic achievement can give to learners increased conceptualization and understanding that is more than they usually gain from verbal explanation” This paper therefore investigated the pattern of accessibility and use of instructional media among science subject teachers, as a tool for teaching-learning situation in Babcock university High School, the effect of using instructional media in teaching and learning as it affects student's academic achievement. It will investigate the various sources of accessing instructional media among science subject teachers. It will also find out the perception of Science subject towards the use of instructional media in the process of teaching.

Availability and Use of Instructional Media in Teaching

Instructional media is vital tool for teaching-learning process. The application of instructional media in teaching and learning stimulates students learning outcome. It also improves students' interest and academic performance in class activities. The use of media in instruction can enhance tutors' access to new educational ideas such as ways to study themes, how to access information that is difficult to find, clarification of difficult terms or concepts and how to present information using different instructional media.

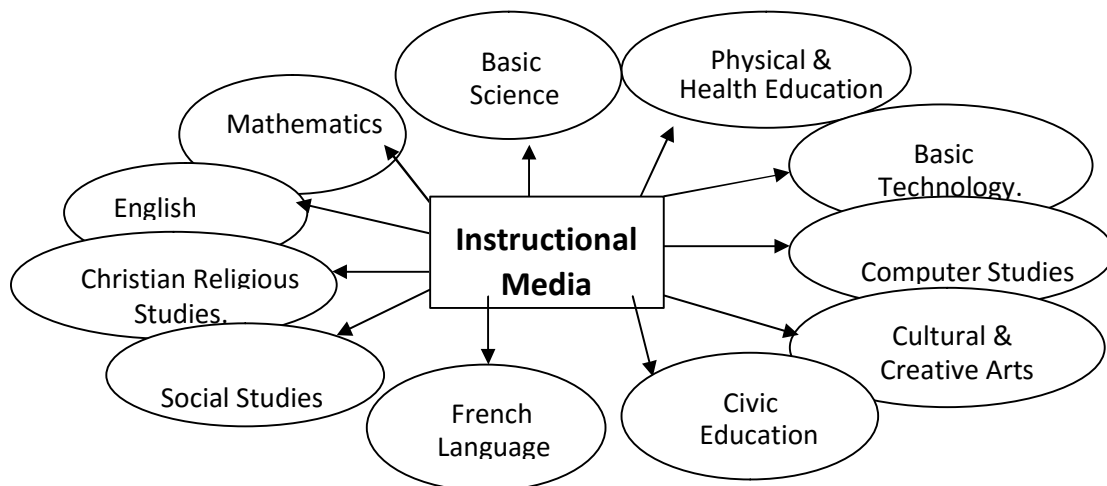


Figure 1: Instructional Media across various subjects

Source: Emmanuel, Chiaka & Edna (2014)

Teachers who use instructional media, have found out that it helps them improve the methods of teaching student and motivating them, address students with different learning abilities, expose students to a wider varieties of information and implementing new teaching techniques in all levels of learning including teacher training colleges.

Research has also showed that the more experienced a teacher is with any form of instructional media, the more he or she will use it and implement it in his/ her study of interest. According to Akorede (2015) in his view on the use of instructional media as a means of teaching and learning, discovered that most teachers does not use instructional material at the appropriate time, and that the use of instructional material must be timely. The use of instructional material should not only be used during the lesson introduction alone but rather be used during the presentation and evaluation stages of the lesson. His findings also suggested that attention-catching comments, questions and explanations should be provided when instructional medias are been used for teaching and learning. Most science teachers find it difficult to use instructional Media to evaluate the outcome of instructions. In science based subjects like, introductory technology, Biology, Computer Science, Agricultural Science, Technical Drawing, Chemistry, Physics, Geography, etc. that involves the use of diagrams and charts, the teacher, having used fully labeled chart during the presentation stage, can be used to portray a clearer information for teaching.

Methodology

This study adopted descriptive survey research design method study because it seeks to gain insight into a phenomenon as a means of providing basic information in an area of study. The targeted sample size of this study are all the science subject teachers in Babcock University High School (BUHS) and Ilishan High School (IHS). The total number of science subject teachers in BUHS is twenty (20), and IHS is fifteen (15). Due to the small population, probability sampling technique will be used in this study, thereby given equal opportunity to select all the respondents. 35 science subject teachers in both schools will constitutes the sample of this study. A structured questionnaire was developed by the researchers to investigate the availability and use of instructional media used by science subject teachers in the two schools. The research instrument was validated by 2 senior lecturers of Educational Technologist, and Pearson Product Moment Correlation Coefficient (r) was used to determine the reliability coefficient of the instrument. This indicates that the items were reliable within the acceptable limits. The requirements for internal consistency was an average value of the correlation coefficient which is 0.80. The researchers made use of the Head of Departments HOD's to administer the instrument to the respondent and also collect them. Simple frequency counts and percentages with the aid of Statistical Package for Social Sciences (SPSS) will be used for data analysis. This study is limited to only science subject teachers in Babcock University High School, and Ilishan High School, both situated in Ilishan-Remo in Ikenne Local Government, Ogun State.

Result and Discussion

Result

In this section, the result of the descriptive analysis is presented.

Table 1: Departments

| Name of departments | No. of Teachers from Schools |
|---------------------------------|------------------------------|
| Basic Technology | 10 |
| ICT | 5 |
| Sciences | 10 |
| Vocational Technology | 10 |
| Total Number of Students | 35 |

Table 1 presents the number of teachers by subjects from Babcock University High School and Ilishan High School. There are 10 teachers each for Basic Technology, Sciences and vocational technology; while there are only 5 teachers available for Information and Communication Technology (ICT).

Table 2: Demographic information of Science Subject Teachers

| S/N | Demographic Information | Response | Percentage (%) |
|-----|-------------------------------------|----------|----------------|
| | Gender | | |
| 1. | Male | 26 | 74 |
| 2. | Female | 9 | 26 |
| | Qualification | | |
| 3. | M.Ed. | 3 | 8.6 |
| 4. | B.Sc. | 10 | 28.6 |
| 5. | B.Ed. | 13 | 37.1 |
| 6. | PGDE | 5 | 14.2 |
| 7. | NCE | 4 | 11.4 |
| | AGE | | |
| 8. | 26-30yrs | 10 | 28.5 |
| 9. | 31-35yrs | 8 | 22.9 |
| 10. | 36-40yrs | 8 | 22.9 |
| 11. | 41-45yrs | 6 | 17.1 |
| 12. | 46-50yrs | 3 | 8.6 |
| | Years of Teaching Experience | | |
| 13. | 5yrs | 5 | 14.2 |
| 14. | 6yrs | 2 | 5.7 |
| 15. | 21yrs | 1 | 2.9 |
| 16. | 15yrs | 2 | 5.7 |

| | | | |
|--------------|-------|-----------|------------|
| 17. | 10yrs | 2 | 5.7 |
| 18. | 17yrs | 1 | 2.9 |
| 19. | 9yrs | 2 | 5.7 |
| 20. | 13yrs | 1 | 2.9 |
| 21. | 3yrs | 7 | 20 |
| 22. | 2yrs | 11 | 31.4 |
| 23. | 14yrs | 1 | 2.9 |
| Total | | 35 | 100 |

Table 2 shows that males responded (74%) more to the questions than the females (26%), and that majority of the respondents from both secondary schools have minimum qualification of B.Ed./B.Sc.; while only 8.6% percent of the respondents have MSc/M.Ed. It can also be observed from the table that majority of the respondents was of the range of 26-40years of age and most of them have acquired teaching experience between 2-5years.

Table 3: Sources of Instructional Media Available and Used

| S/N | Instructional Media | Yes | (%) | No | (%) |
|-----|-------------------------|-----|----------|----|----------|
| 1. | Pictures | 26 | (74.3 %) | 9 | (25.7 %) |
| 2. | Textbooks | 35 | (100 %) | - | |
| 3. | Maps and Atlases | 11 | (31.4 %) | 24 | (68.6 %) |
| 4. | Models | 12 | (34.3 %) | 23 | (65.7 %) |
| 5. | Radio Tapes | 4 | (11.4 %) | 31 | (88.6 %) |
| 6. | New Bulletins & Posters | 13 | (37.1 %) | 22 | (62.9 %) |
| 7. | Newspapers & magazines | 16 | (45.7 %) | 19 | (54.3 %) |
| 8. | Overhead Projectors | 12 | (34.3 %) | 23 | (65.7 %) |
| 9. | Display Boards | 10 | (28.6 %) | 25 | (71.4 %) |
| 10. | Globes | 3 | (8.6%) | 32 | (91.4 %) |
| 11. | Graphs and Charts | 21 | (60.0 %) | 14 | (40.0 %) |
| 12. | Films strips | 2 | (5.7 %) | 33 | (94.3 %) |
| 13. | Radio sets | 3 | (8.6 %) | 32 | (91.4 %) |
| 14. | Television sets | 3 | (8.6 %) | 32 | (91.4 %) |
| 15. | Computer | 27 | (77.2 %) | 8 | (22.8 %) |
| 16. | Technical Laboratories | 19 | (54.3 %) | 16 | (45.7 %) |

Table 3 presents that textbooks (100 %), Computers (77.2 %), Graphs and Charts (60.0 %) and Pictures (74.3 %), are the most sourced instructional media used among teachers. The table also indicates that Radio (11.4 %), Globes (8.6%), and Television (8.6%), are less sourced among both secondary schools. It also discovered that the Technical Laboratories (54.3 %) have been uses as a source of instructional Media among the teachers of both secondary schools.

Table 4. The Frequencies of Instructional Media Usage among Science Subject Teachers

| S/N | Instructional Media | Once weekly | Twice weekly | Thrice weekly | Four times weekly | Not at all |
|-----|-------------------------|-------------|--------------|---------------|-------------------|-------------|
| 1. | Pictures | 8 (22.9%) | 5 (14.3 %) | 6 (17.1 %) | 12 (34.3 %) | 4 (11.4 %) |
| 2. | Textbooks | 3 (8.6 %) | 2 (5.7 %) | 14 (40.0 %) | 14 (40.0 %) | 2 (5.7 %) |
| 3. | Maps and Atlases | 1 (2.9 %) | 9 (25.7 %) | 4 (11.4 %) | 5 (14.3 %) | 16 (45.7 %) |
| 4. | Models | 2 (5.7 %) | - | 1 (2.9 %) | - | 31 (88.6 %) |
| 5. | New Bulletins & Posters | 2 (5.7 %) | 1 (2.9 %) | - | 4 (11.4 %) | 28 (80.0 %) |
| 6. | Newspapers & magazines | 5 (14.3 %) | 16 (45.7 %) | 4 (11.4 %) | - | 10 (28.6 %) |
| 7. | Projectors | 2 (5.7 %) | 11 (31.4 %) | - | 9 (25.7 %) | 13 (37.1 %) |
| 8. | Display Boards | 2 (5.7 %) | 14 (40.0 %) | 2 (5.7 %) | 1 (2.9 %) | 16 (45.7 %) |
| 9. | Globes | 9 (25.7 %) | 1 (2.9 %) | - | - | 25 (71.4 %) |
| 10. | Graphs and Charts | 8 (22.8 %) | - | 3 (8.6%) | - | 24 (68.6 %) |
| 11. | Films strips | 4 (11.4 %) | 1 (2.9 %) | 1 (2.9 %) | 3 (8.6%) | 26 (74.3 %) |
| 12. | Radio sets | 1 (2.9 %) | - | 3 (8.6%) | - | 31 (88.6 %) |
| 13. | Television sets | 1 (2.9 %) | 1 (2.9 %) | 1 (2.9 %) | - | 32 (91.4 %) |
| 14. | Computer | 4 (11.4 %) | 1 (2.9 %) | 3 (8.6%) | 8 (22.8 %) | 19 (54.3 %) |
| 15. | Technical Laboratories | 1 (2.9 %) | 4 (11.4 %) | 8 (22.8 %) | - | 22 (62.9 %) |

Table 4 indicates that textbooks are been used more at least thrice weekly (40.0 %), and Four times (40.0 %), it also reveals the pictures are been used four times on a weekly basis (34.3 %), newspapers (45.7 %), Overhead Projectors (31.4 %), Display Boards (40.0 %) and Technical Laboratories (22.8 %) have been used at least between twice to thrice on a weekly basis among the science subject teachers of the both schools. The table also revealed that Radio (88.6 %), Globes (71.4 %), Television (91.4 %) and computers have not been frequently used by the science subject teachers in the two schools sampled.

Table 5: The Attitudes of Science Subject Teachers towards the Use of Instructional Media

| S/N | Attitudes towards use of instructional media | Most often | Often | Not often | Not at all |
|-----|--|-------------|------------|-------------|-------------|
| 1 | Use the electronic/white board in my teaching | 11 (31.4 %) | 3 (8.6%) | 7 (20.0 %) | 14 (40.0 %) |
| 2 | Operate an overhead projector in my teaching | 11 (31.4 %) | 4 (11.4 %) | 13 (37.1 %) | 7 (20.0 %) |
| 3 | Prepare flip charts for use in class | 8 (22.8 %) | 3 (8.6%) | - | 24 (68.6 %) |
| 4 | Produce teaching materials using local resources (Improvisation) | 10 (28.6 %) | 8 (22.8 %) | 5 (14.3 %) | 12 (34.3 %) |
| 5 | Use computers to assist with class work | 19 (54.3 %) | 4 (11.4 %) | 8 (22.8 %) | 4 (11.4 %) |
| 6 | Show a video during teaching | 12 (34.3 %) | 2 (5.7 %) | 9 (25.7 %) | 12 (34.3 %) |

Table 5 clearly shows that the science subject teachers preferred to produce local teaching materials or resources for teaching (28.6 %) indicating Most often and (22.8 %) indicating often. It also revealed that science subject teacher's attitude towards the use of computer in teaching has been most often (54.3 %), and there have also been able to use the overhead projectors to teach. Showing of videos during teaching (34.3 %) have not been consistent among science subject teachers in the two schools used.

Table 6: The Problems Encountered during the Accessibility and Use of Instructional Media among Science Based Teachers

| S/N | Problems encountered | Yes (%) | No (%) |
|-----|---|-------------|-------------|
| 1 | Poor of Internet connection | 21 (60.0 %) | 14 (40.0 %) |
| 2 | Lack of personal computer | 16 (45.7 %) | 19 (54.3 %) |
| 3 | Lack of electricity | 12 (34.3 %) | 23 (65.7 %) |
| 4 | Maintenance of Instructional Medias | 25 (71.4 %) | 10 (28.6 %) |
| 5 | Training, workshop, and seminar on how to use Instructional Media | 32 (91.4 %) | 3 (8.6 %) |
| 6 | Storage of Instructional Medias | 21 (60.0 %) | 14 (40.0 %) |
| 7 | Strict administrative policies on how use available Instructional Media | 8 (22.8 %) | 27 (77.2 %) |
| 8 | Lack of infrastructure to house the acquired instructional medias | 9 (25.7 %) | 26 (74.3 %) |

Table 6 indicates that lack of internet connection (60.0 %) have been a problem in accessing and using available Instructional media by teachers, Training, workshop, and seminar on how to use Instructional Media (91.4 %) is a key area that is also causing a bottle neck in accessing and using of instructional materials among teachers. The table also indicated that maintenance (71.4 %), Storage facilities (60.0 %), and lack of personal computers (45.7 %) have also been identified as a treat to accessibility and use of instructional materials.

Discussion of Findings

The results presented in tables 1-6 shows that instructional media are available and used among science subject teachers in Ilishan-Remo in Ogun State. The available instructional materials are Textbooks, Pictures, Computers, Newspapers and Magazines, Technical Laboratories, overhead Projectors and display boards, which is in concomitant with the study of (Akorede, 2015: Oluwadare, 2010: Asubiojo & Aladejana, 2013: Tolorunleke, 2013: Ahmed & Ahmed, 2005) which agreed that science based subjects like, introductory technology, Biology, Computer Science, Agricultural Science, Technical Drawing, Chemistry, Physics, Geography, etc. that involves the use of diagrams and charts, the teacher, having used fully labeled chart during the presentation stage, can be used to portray a clearer information for teaching Even though this Medias are available, it has also been revealed that the frequency and attitude of use have showed a large decline. Also the findings of this study is in concomitant with the finding of (Emmanuel, Chiaka & Edna, 2014; Okonkwo, 2015 and Akorede, 2015) that poor Internet connection, Training, workshop, and seminar on how to use Instructional Media, Maintenance, Storage facilities and lack of personal computers have also been identified as a treat to accessibility and use of instructional Media among science subject teachers in the two selected schools.

Conclusion

The application of instructional media in teaching and learning is a vital tool in instructional delivery and has also increased the standard of education. Science subjects are the most difficult and highly required in tertiary institutions for admissions and thereby keeping all its teachers on

their toes to enhance proper teaching and learning in order to achieve better academic achievement in student's performance. Based on the result and discussion above, the following recommendations are presented:

1. Teachers should be encouraged to use the instructional materials to teach science based subjects for clarification of ideas and concepts
2. School Administration and management should make provision for technical training of science subject teachers on the use of ICT in teaching and learning "because you don't give what you don't have"
3. The school administration and management should provide personal computers to science subject teachers to enhance their computer/ICT literacy skill, which in return augment their information literacy skills
4. Schools should create an adequate Media Resource Centre or E-library for teachers and students to accommodate and maintain the Instructional Medias purchased or locally created by the teachers and it can also serve for information repository center where broadcasted programmes can be viewed, eg. Dstv; NatGeo Wild, and other moral programmes,

The following limitations can be observed regarding this study. First, the study was designed to focus on the availability and use of instructional media among Science subject teachers in secondary in Ilishan-Remo only. Thus, the findings may not be generalizable to other public institutions and other private institutions. Second, the study did not examine student's perceptions and academic achievements as regards to the effect of Instructional media usage. Despite these limitations the findings are significant, particularly in the use of Instructional Media in the Nigerian school system.

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