



**AN ASSESSMENT OF UTILIZATION OF INSTRUCTIONAL MEDIA ON
INSTRUCTION OF SECONDARY SCHOOLS IN AZARE METROPOLITAN
AREA, BAUCHI STATE**

**MAGAJI SHEHU; DAHIRU AHMAD MUHAMMAD; & HADIZA TIJJANI
ABDULKADIR**

*Foundation Department, School of Education, Aminu Saleh College of
Education, Azare, Bauchi State – Nigeria*

Abstract

The aim of this study is to examine the utilization and impact of instructional media on teaching and learning in secondary school. The study was guided by three specific objectives. A descriptive survey research design was adopted and the instrument used for data collection was questionnaire. Population of the study comprises all teachers of secondary schools in Azare metropolitan. The sample of 100 teachers were randomly selected. The results of findings indicated, that instructional media has significant impacts on the instruction of secondary schools in Azare metropolis. However, it also shows that very few materials were available in the sampled schools. Additionally, the challenges faced by teachers include poor electric supply, lack of technological knowhow, time factor, lack of support, and large number of students, as well as lack of resource center and personnel. Finally the researchers offers the following recommendations: Schools should organise seminars and workshops for teachers in order to update their knowledge and to ensure appropriate use of instructional media during their lesson delivery.

Keywords: *Instruction, Instructional media, Utilization, Metropolitan, Secondary school*

Introduction

The use of instructional media in teaching and learning in secondary schools today is not absolutely new. Thus, the new aspect of it, is the

technological equipment that have been introduced recently into teaching and learning process. As Twoli (2007) opined that instructional media are important tools that enable students to acquire specified skills, knowledge, and attitude, in order to ensure an effective learning process. However it is important for the teachers to be thoroughly acquainted with the instructional media and services available to them. Therefore, instructional media is meant to facilitate learning and serve as a miracle device, that possess some inherent advantages that makes learning unique more especially in the teaching of secondary school students. For example, they provide the teacher with knowledge and compelling platforms for conveying information since they motivate learners to learn more easily. Furthermore, the teachers are assisted in overcoming physical difficulties and also help learners to learn more efficient. Instructional media are made up of objects such as printed materials, audio, and audio visual that aid in the successful delivery of education. Instructional media are designed to promote and encourage effective teaching and learning experiences. Instructional media are said to be objects or things the teacher can used in the classroom while teaching in order to ease off his teaching activities (Aina 2013).

The use of instructional media in teaching and learning process is virtually important that teachers keeps in mind the objective for which instructional media are used, the characteristics and special needs for students to be taught by them and the bases for selecting the instructional media most likely use to help learners to achieve the objective of their study. And also the use of instructional media has an important aspect in learning and teaching process which the teacher and students can afford a high degree of retention of content over period of time. Again it enable individualization of instruction, support learning by persons of varied learning styles. Furthermore, instructional media provide the core information that students will experience, learn and apply during a course of study. For example teachers must know when, and how to use media to clarify an important concepts from textbook that need further explanation. (Rosaline, 2019)

Statement of the Problem

Today, the state of our educational system is quite worrisome. The problems that teachers and students encounter in our educational system include poor knowledge of instructional media, lack of improvisation techniques and reluctant in using the instructional media in teaching and learning process. Coupled with these, there is the need for a coordinated source of information for teachers on the preparation, procurement and utilization of instructional media. This will help to reduce most of challenges in the teaching and learning process.

Objective of the Study

The specific objectives of the study are;

1. To examine the effect of instructional media on the academic performance of students in secondary schools.
2. To explore the extent teachers use instructional media on the teaching in secondary schools.
3. To investigate the challenges teachers face in the utilization of instructional media in secondary schools.

Research Questions

The following research questions were formulated by the researcher to guide this study:

1. What effect does instructional media exert on students' academic performance?
2. To what extent does the teachers use instructional media in teaching?
3. What challenges do teachers experience in utilization of instructional media?

Significance of the Study

This study is carried out in order for the researcher to find solution and the findings of the research will be beneficial to teachers, students, government and the general public in more than one ways.

Scope and limitation of the Study

This study on the impact of instructional media on students' academic performance in Azare metropolis is due to constraints such as inadequate finance and insufficient time.

Literature review

Concept of Instructional Media

Instructional media are those resources used in any teaching exercise to promote greater understanding of the learning experience (Aina, 2013). According to him, they are used to provide the richest possible learning environment which helps the teacher and learners to achieve specific objectives. They also assist the learners learn more meaningfully and permanently.

Also, Adoyin, (2010) defines instructional media as things which are intended to help the teacher to teach more effectively or better which still enables the students to learn more easily. He further explain that instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. This means things or objects brought into play to emphasize, clarify, strengthen, and vitalize the teacher instruction.

Further, Ajayi, (2010) also stated that instructional media as teaching-learning media constitute an integral component of classroom instruction process which are utilized in delivering educational information to the learners. It makes lesson reals, concrete and effective as well as encourage learners to learn at their own pace, rate and convenience.

Types of Instructional Media

Instructional media according to Mwajim (2015) are usually classified based on the characteristics they exhibit:

Audio media: they are teaching and learning devices that mostly appeal to the sense of hearing only, they include radio broadcast, telephone, record/record player, tape recorder and mp3.

Visual media: they are teaching and learning devices that are mostly appeal to the sense of seeing only. They can be sub-categorized into two print

media such as magazines, newspapers, journals, textbooks, workbooks and display media like pictures, charts, maps, sketches, diagrams, flash cards, globes, posters, flip charts, Chalkboard, Marker board (whiteboard), Felt board, Hook -And -loop board, and Magnetic board, Flipcharts, and wall charts, models, specimens etc.

Audio-visual media: These refers to those instructional media which provide the students with opportunity of seeing and hearing at the same time. Examples are instructional or educational television, close circuit television, video/video disc, films etc. is the type of Audio visual media which do not incorporate movement but requires an optical or electronics projector such as overhead, LCD projector or special magnifying viewers, in order to viewing them to a class or to enable them be studied by an individual learner. These materials include textual or graphical images, compact slides, Filmstrips, Microforms, microfiches and micro cards.

Realia media: these implies to real objects both human and material resources

Computer-mediated media: This category includes all the various materials that require a computer of some sort to enable them to be displayed, studied or, used. Some of the main types of computer-mediated systems are, number crunching, data processing packages, Substitute tutor packages, Substitute laboratory packages, data base systems, Computer-managed learning systems, Interactive video systems, interactive computer-based learning programme, Internet to browse and download some education technology tools which are helpful to both teacher and learners for examples Schoology, Mastery connects, Teachers Pay Teachers, and so on which allow teachers or learners shared their views and ideas with others in another location.

Effect of Instructional media on students' academic performance.

Aina and Adekanye (2015), assert that the use of appropriate instructional media influence students' performance in the following ways:

- It helps in focusing attention and motivating learners. When appropriately instructional media are used to introduce, develop or

conclude a teaching-learning session, learners interest are aroused and developed throughout the lesson.

- Instructional media lend support and authenticity to whatever the teacher says through the media, the learner will be made to confirm or refute the teachers' assertion.
- It makes learning to become real and concrete. It adds oral and visual dimensions to learning thus discouraging rote learning. Use of motion pictures and real objects for example can concretized learners experience, thereby making learning become real and concrete and immediate. In addition Computer assisted programmed instruction helps to individualization of instruction possible. Learners can go at their own pace, rate and convenience.
- Learning effectiveness is increased. Learner are likely to retain, recall with ease a great percentage of what they hear, see and manipulate.
- It is therefore, important that teachers use instructional media to aid their teaching for the benefit of the learners' achievement.

Use of Instructional media in instruction

The use of instructional media on teaching in secondary schools level of education is supported by section four to twenty three (4-23) of the Nigerian national policy on education (NPE), (FRN, 2004). Teaching in secondary schools can only be effective through the use of some instructional media that guide the teacher in explaining topic and help students to learn effectively and efficiently (NPE, 2004). For instance instructional media are used to bring direct-association between the object itself and foreign world. It is used to establish a direct link and also for introducing a lesson. It consist of every types of picture representation e.g. clips from books, magazines etc. It provides opportunity for visualization, explanation and demonstration.

Again Angalakuru (2015) observed that the importance of incorporating media in the teaching and learning process cannot be overestimated; this is due to the reason that adding instructional media into class lesson can helps the teacher to teach in a better way and helps the learners to learn

better. The media can be used to arouse learners' interest and motivate them to action stimulating physical and mental activity. It helps in reducing verbalism and contributes towards the clearness of perception as well as accuracy in learning. Also helps to correct misconceptions and secure additional ideas among the students. However, instructional media also plays a vital role in empowering teaching and learning process as well as enhancing teacher's competence and students' academic achievement.

Challenges of Instructional Media

The challenge to utilization of instructional media in the instruction as observed by Peeraer and Van (2011) include Teachers' resistance to change and this typically comes from teachers' beliefs, lack of comfortably, confidence and competence in the new innovations. Secondly, teachers' levels of engagement in audio visual media and level of confidence they have in using the technology is another factor. In addition, teachers who have little or no interest in using the media in their teaching activity will try to avoid them altogether. While Aina and Adekanye (2013), stated that the factors hindering the effective utilization of instructional resources by teachers are, inadequate funding, lack of monitoring bodies to monitor the use of resource, most teachers do not possess the required skill to use devices, educational planners give little attention to the use of media and irregular supply of electricity to operate the modern media. This is a challenge mostly were experienced by teachers in the developing world.

Methodology

Research Design

This study employed a descriptive survey research design to evaluate the impact of instructional media in the teaching of health education in secondary schools.

Population of the Study

The population of the study consist of teachers of all secondary schools in Azare metropolis. There are forty six secondary schools (both senior and junior) in Azare town with total of four hundred and twenty teachers.

Sample and Sampling Techniques

A sample of 100 teachers were selected out of the population of 420 stated above for the purpose of the study.

Research Instrument

In this study, the research instrument used for collection of data was questionnaire, constructed by the researcher which was drawn from the research questions. The questionnaire were closed ended questions provided for teachers.

Validation of the Instrument

The validation was determined by the expert judgment of the two teachers. The judgment were sought to guarantee measured what it was expected to measure.

Method of Data collection

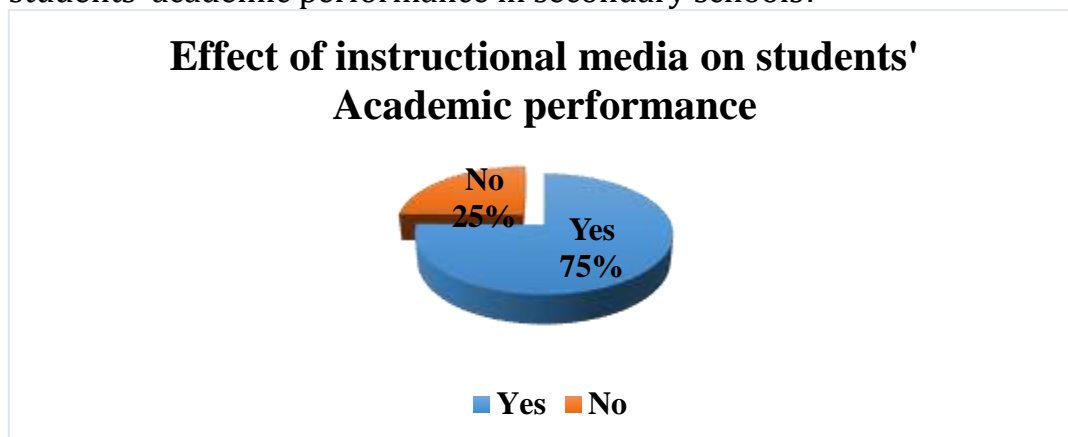
A total of 100 copies of the questionnaire were administered to the respondents and collected after two days for analysis.

Method of Data Analysis

Data collected were analyzed using descriptive statistics with the help of Microsoft excel and the results obtained were presented in table and graphical form.

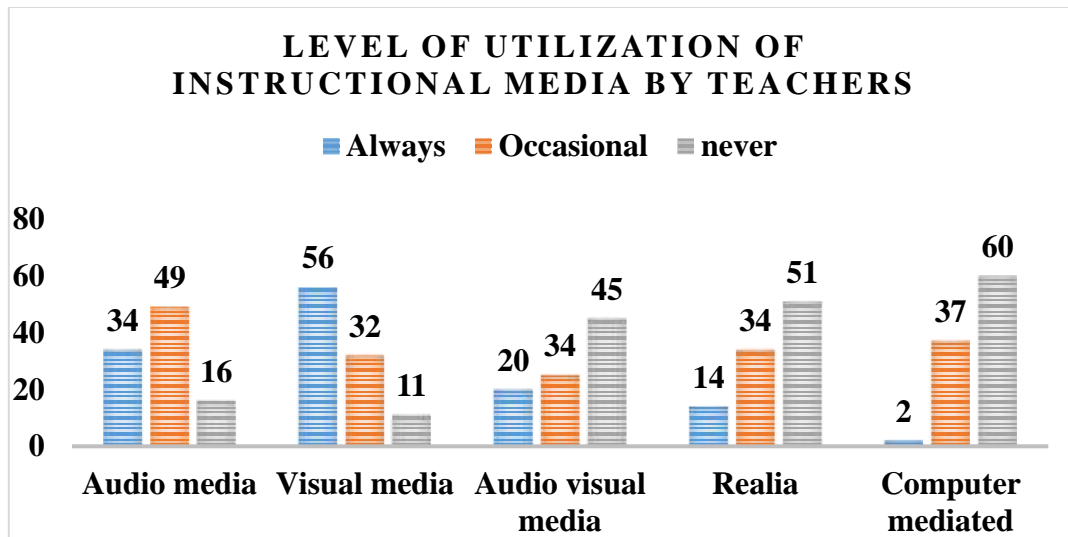
Reporting and discussion of findings

Research Question 1: What effect does instructional media exert on students' academic performance in secondary schools?



From the chart above it is clear that the responses of respondents shown that 72 (72.7%) out of 99 sampled teachers reported that instructional media have significant effect on students’ academic performance. While 27 (27.3%) of the respondents said they have no significant effect on the students’ academic performance

Question two: To what extent does the teachers’ use instructional media in instruction?



The findings from teachers’ questionnaire indicated that majority of the respondents used visual media always. While very few number of the teachers were occasionally using other forms instructional media. But in case of Audio visual, Realia and Computer mediated gadgets the findings indicated majority of the teachers never used them in their instruction. This findings corroborated with the results of study conducted by Jotia and Mattale (2011) on an evaluation of the use of instructional materials in teaching social studies in primary schools in Botswana, which found that teachers use of instructional media was very poor and limited to the used of traditional media only.

Question three: What challenges do teachers experienced in utilization of instructional media?

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total	
	F	%	F	%	F	%	F	%	F	%
poor procurement of the instructional media	24	24.2	70	70.8	3	3.0	2	2.0	99	100

Lack of qualified personnel to operate some of the media.	16	16.2	49	49.5	15	15.2	19	19.1	99	100
lack of electricity supply to operate some of the instructional media	21	21.2	47	47.5	21	21.2	10	10.1	99	100
Lack of knowledge to operate some of the media	28	28.3	33	33.3	16	16.2	22	22.2	99	100
Lack of interest in teaching with instructional media	7	7.1	24	24.2	20	20.2	48	48.5	99	100

N/B: Scores are based on the number of responses for each item.

The findings from this objective; indicated that out of 99 respondents, 68 (68.7 %) of the teachers agreed that there are limited instructional media and 65 (65.7) agreed on lack of personnel to handle the media. While 68 (68.7) agreed of poor electricity supply but 61 (61.6) agreed on little knowledge on how to use of some of the media especially the sophisticated ones and also 68 (68.7%) of the respondents reported their disagreement of lack of interest. These results were corresponded with that of Omariba (2012) which revealed that teachers were challenged with some factors like unavailability of instructional media, insufficient knowledge and skills on use of the media, limited time available to prepare, unreliable electricity supply, and inattention given by the school management.

Summary of findings

The study made the following findings based on the responses received by the respondents that:

1. Instructional media has significant impact on the teaching in secondary schools
2. Instructional media helps in fostering self-teaching and assessment thereby permitting the learner to advance at his own pace.
3. Effect instructional media plays a significant role in retention promotion in teaching.

Conclusion

In conclusion instructional resources and materials have significant impact on the teaching and learning of secondary schools, because teachers are at

the centre of educational instruction. They should strive hard to make their teaching very effective. Akande (1989) asserts “the medical doctor buries his mistake, the engineer dies with his mistake but the whole society perishes with the mistake of the teacher. This shows how valuable a teacher is in the growth of an individual and the society at large. Then teachers should make it imperative to use appropriate instructional media during instruction so that the learners will be influenced positively.

Recommendations

In line with the findings of this study, the researcher recommends the following:

1. Schools should send their teachers to seminars and workshops in order to update their knowledge.
2. The teachers should be resourceful, knowledgeable and should ensure appropriate use of instructional media during their lesson delivery.
3. School authority should provide enough ICT resources for teaching and to sensitize them on the important of using instructional media in teaching and learning.

References

- Adoyin, J. A. (2010) instruction to educational technology, Johns L. publisher ltd, Lagos
- Aina J.A. & Adekanye E. (2013) Audio visual resources availability and use for library services among colleges of education in Lagos state Nigeria. *International Journal of library and information science vol.5 (10) Nov. 2013*. Retrieved from <http://www.academicjournals.org/IJLIS>
- Aini, W. (2013). Instructional media in teaching English to young learner: a case study in elementary schools in Kunigan. *Journal of English education* 2013 (1), 196-205.
- Ajayi, K. (2010) Job satisfaction among secondary schools teacher in Nigeria; “African Journal of education research” vol. 3. No.1 April.
- Angalakuru A. (2015) A Study of Attitudes of teachers towards teaching learning Material: *Research Journal of English Language and Literature (RJELAL) A International Journal* Vol.3.Issue.1.2015 Retrieved from <http://www.rjelal.com/>
- Hildar N. T. & Bernard C. (2015), Availability and use of instructional materials in the teaching of conflict and conflict resolution in primary schools in Nandi north district, Kenya. *International journal of education and practice*. Retrieved from <http://parkinsight.com/?i-c=journal&journal=61>

- Jotia A.L. & Matlale O. J. (2011) Use of instructional materials in Social studies: Impact on students' performance in primary schools leaving certificate examinations in Botswana. *European Journal of Educational Studies Vol. 3 no.1*
- Mwajim A. U. (2015), Ethics of teaching, profession in Nigeria. Stirling-Horden publishers Ltd. Gaaf building, 110-112 Oyo road, Orogun, off University of Ibadan second gate, Ibadan, Oyo state, Nigeria.
- Okpechi P. A., & Chika p. D. (2017), The teacher and teaching with instructional materials in teaching of science subjects and the contribution of guidance and counsellor therein. Published by European Centre of research training and development. U.K. retrieved from www.eajournals.org
- Omariba A. (2012) Challenges facing teachers and Students in the use of instructional technologies: A case of selected Secondary Schools in Kisii County Kenya. Unpublished M.Ed. Dissertation
- Peerer J. & Van Petegem P. (2011) ICT in teacher education in an emerging developing Country: Vietnam's baseline situation at the start of the year of ICT. *Computer and Education, 56(4), 9740-982.*
- Rosaline O. B. (2018), Utilization of instructional materials as tool for effective academic performance of student: implication for counseling. Presented at 2nd innovative and creative education and teaching international conference (ICETIC 2018). Badajoz, Spain, 20 - 22 June 2018. Published: 27 June 2019.
- Twoli N., Maundu J., Muindi D., Kii M., & Kithinji C. (2007) Instructional methods in Education. A course for General teaching methods. Printed and Published by Kenya Institute of Education P. O. Box 30231-00100 Nairobi, Kenya