

# Lecturers' Awareness And Utilization of Instructional Media in The State-Owned Colleges of Education, South-West Nigeria

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## ABSTRACT

This paper investigated the awareness and utilization of instructional media (IM) based on gender of the lecturers of tertiary institutions in Nigeria. It was a descriptive type of survey research. All lecturers of Colleges of Education in Southwest geo-political zone of Nigeria formed the population. Some 621 lecturers were randomly selected. There were two instruments for the study. A checklist containing instructional media as recommended by the National Commission for Colleges of Education (NCCE) and a researcher designed questionnaire with items drawn to elicit responses from the lecturers. There were four research questions and two hypotheses in the study. The overall average awareness of the lecturers stands at 73%, while their overall mean of media use stands at 1.4 out of 4.0 points. A t-test statistical tool was used to analyze the data on the hypotheses for the study. Results indicated that: (i) there were adequate instructional media in colleges of education; (ii) the lecturers had moderate awareness of IM; (iii) they used media less frequently; and (iv) their awareness and use of IM were not influenced by gender. Based on the results, it is recommended that the school authorities should constantly organize workshops, seminars and motivate lecturers to attend in order to improve their instructional activities.

**Keywords:** *Awareness, Usage, Instructional Media, Gender, School Environment.*

## INTRODUCTION

Environment is said to be the totality or surroundings of humans and or objects where they flourish. In the case of humans, it is a place where they thrive in their day to day activities. In other words, it is everything around one that affects one's daily life (Sinclair, 1992). One needs to be conscious of one's environment before any appreciable growth and development can take place. This consciousness in individuals is to be able to discern the natural endowments in their environment and fully permit it in order to use and preserve the same for future generations (Aphek, 2003). The understanding of one's environment is also referred to as awareness. This awareness is seen not only in the ability to know and understand but also to locate, identify, retrieve, departmentalize, among others, materials around one to be harnessed and used for progress in a given society (Donlevy, 2009; Jackson, 2003; Sinclair, 1992).

The school is a foremost environment where learners are educated in all spheres of life and where various educational resources abound. School environment activities are saddled on teachers to guide, direct, lead and impart knowledge to learners (Abimbola, 2004; Fletcher, 2003). A subset of educational resources is instructional media which is concerned with all materials in audio, visual, audio-visual, multimedia, among others for facilitating learning (Fakomogbon, 2003; Jackson, 2003; Olanrewaju, 2003; Offorma, 2005). Instructional media (IM) could be used in motivating, assisting, directing, sustaining attention and bringing about self-learning, self-discovery and self-actualization. They could serve as total

and or supplementary learning devices. They are also adaptable to individual differences in learning (Serhan, 2009).

Teachers should be sufficiently learned in order to comprehend the nature, kinds and types of media available in the schools. This can be achieved partly when a teacher attends formal training where issues about instructional resources are taught. It is essential for any would-be teacher to acquire pedagogical training and be certified in order to teach (National Commission for Colleges of Education (NCCE), 2009). Teachers who must teach effectively, having acquired the prescribed training should also show the skills possessed in delivering instructional contents in the school curriculum. The various skills teachers possess that are put to use with high dexterity are referred to as competence (Dada, 2002). In manipulating various gadgets and materials for instruction, the individual teacher's competence is measured and determined. This is done through the display of high degree of dexterity and proficiency in handling the devices (Donlevy, 2010). All teachers need to be actively engaged in the repetitive action of teaching always with instructional materials to become part of them since competence is a hallmark and it enhances job performance (Donlevy, 2011; Oni, 2004). By so doing, every teacher would be attuned to the use of instructional resources available in the school environment.

It is assumed that some teachers may be competent in using IM while some may not. Even those who may be competent would have various degrees of competence. This means that teachers would have different levels of competence with regard to manipulating gadgets or equipment for instruction. The so-called competent teachers would also have their limitations in handling the available instructional resources (Donlevy, 2011). Dada (2002) reported that the overwhelming majority of teachers sampled were wary of using available instructional materials in their instruction because they lacked competence. This goes to show that some teachers are without the required and expected skills needed for them to contribute to the growth, development and progress of the teaching industry.

Teachers who are competent, however, should be confident in handling instructional media for teaching and learning. This is because teachers' competence should serve as a compelling force for them to use the media always. Findings of two studies in the Nigerian environment revealed that the use of available instructional media by teachers in educational settings is not encouraging. Onasanya, Adegbija, Olumorin, and Daramola (2008) reported in their work that 92% of teachers sampled never used instructional media. Dada (2002) also submitted that 85% of teachers sampled did not use and were unwilling to use instructional media for delivering their instructional contents. In order to stem the tide, therefore, teachers should be encouraged to use instructional media by motivating them in diverse ways.

In instructional researches, gender has remained a crucial issue for study. Many conflicting results have cropped up. For example Boaler (1997) found that females fared better than their male counterparts in Mathematics. Also, Alkateeb (2001) found that females performed better than males in the same test conducted involving Arab students.

Taiwo and Molobe (1994) and Bello (2002) ascribed better performance in complex tasks of mental and physical involvement to male over the female. Also, they were of the opinion that the superiority of male over female is predicated on creation, which is deep rooted in socio-cultural and religious practices in society. Yet another contrary study reported that both male and female are equally endowed and favored to perform optimally without any prejudice. For instance, Ma (1995) found no differences between boys and girls in the calculation of algebra items given. The study carried out in Botswana by Adeyinka and Koloi (2005) concluded that both male and female teachers had the same perception in understanding the school system and those things that contribute to effective teaching.

### **Statement of the Problem**

In order to remain updated and productive in whatever one does, particularly in instructional practice, one must be aware of all things that are paramount and available to be used for successful teaching and learning. It is necessary for all teachers to be fully aware of materials as well as equipment needed for use and what is available in the school environment. The awareness is not just in having knowledge of these devices alone but also to be able to identify, locate, retrieve and store them appropriately among others.

While awareness is important, lecturers should be able to use IM with various degrees of competence. To this extent therefore, we need to examine lecturers' awareness and their use of IM in tertiary institutions; in order to determine their comprehension levels and the use of resources available for them to make their work more rewarding and learners fulfilled.

### **Purpose of the Study**

The purpose of this study was basically to investigate Colleges of Education or COE lecturers' awareness and utilization of instructional media in Southwest of Nigeria. Specifically the study focused on:

- 1) Available instructional media in Colleges of Education (COE).
- 2) Lecturers' awareness of instructional media in COE.
- 3) Influence of lecturers' gender on their awareness of instructional media.
- 4) Influence of lecturers' gender on their use of IM.

### **Research Questions**

The questions that guided the conduct of the study are:

- R.Q<sub>1</sub>: What types of instructional media are available in COE in Southwest of Nigeria?
- R.Q<sub>2</sub>: Are lecturers of COE in Southwest of Nigeria aware of the available IM?
- R.Q<sub>3</sub>: Is there any difference in male and female lecturers' awareness of IM?
- R.Q<sub>4</sub>: Are there differences in male and female lecturers' use of IM?

### **Research Hypotheses**

The following hypotheses were tested in this study:

- H<sub>01</sub>: There is no significant difference between male and female lecturers in their awareness of IM.
- H<sub>02</sub>: There is no significant difference between male and female lecturers in their use of IM.

## **METHODOLOGY**

The study was a descriptive type of survey research carried out among lecturers of the state Colleges of Education in the Southwest geo-political zone of Nigeria. All the lecturers formed the population. Two research instruments were used in the study. One was a checklist for instructional media as recommended by NCCE and the other was a questionnaire to elicit responses from the lecturers regarding their awareness of and usage of instructional media.

Out of all the 805 returned questionnaires only 621 were found usable. Therefore, 621 lecturers were involved in the study. From this sample, 210 were females and the remaining 411 were males. Hence, purposive sampling was used for female while simple random sampling was used to select 210 males for the study. The sample size for the study was 420 lecturers. The variable in the study was gender. The questionnaire was given to each lecturer and checklist given to the Educational Technology coordinator of each COE. The instruments were collected immediately after the respondents had filled them appropriately

assisted by research assistants in the institutions.

The statistic tools used to answer the four research questions and the two research hypotheses were frequency count, mean and simple percentage as well as *t*-test respectively.

**RESULTS**

The following are the results of the study:

RQ<sub>1</sub>: What types of instructional media are available in COE in Southwest Nigeria?

There were many types of instructional media in the COE of Southwest Nigeria. The following IM were found in the institutions of the study: OH, Slide, Opaque and Film Projectors. Others were Radio sets and TV sets, Video players, still and motion cameras, computer sets and others. The majority of the schools studied had IM well over a half of the recommended ones and they functioned well above 85% in all cases as the responses revealed.

RQ<sub>2</sub>: Are lecturers of COE in southwest of Nigeria aware of the available IM?

**Table 1: Contingency Table of Lecturers’ IM Awareness**

Variable	No	SA	A	D	SD	Total	Cum Total	Mean
Decision								
Lecturers621	0.35	0.32	0.21	0.12	12,430	35,926	2.9	Moderate Awareness

Table 1 showed that the lecturers have a mean of 2.9 points from the maximum of 4.0 points. This translated to a moderate awareness for all of them on average. Those who chose Strongly Agree in the items on the questionnaire polled 35%; Agree, 35%; Disagree, 21% and Strongly Disagree, 12%. Their awareness average percentage stood at 73%.

**Table 2: Contingency Table of Lecturers’ IM Usage**

Variable	No	U.AI	U.Of	U.Med	U.Sel	U.NA	Total	Cum Total	Mean	Decision
Lecturers621	0.12	0.09	0.23	0.13	0.43	6,210	8,440	1.4	Use Seldom	

Table 2 presents lecturers’ use of IM with a mean of 1.4 which represented 35% use for all of them. Some 43% of the lecturers did not use instructional media at all, 13% seldom used, 23% used instructional media moderately, 9% of them used it often while 12% used IM always.

RQ<sub>3</sub>: Is there any difference in male and female lecturers’ awareness of IM?

H<sub>01</sub>: There is no significant difference between male and female lecturers in their awareness of IM.

**Table 3: t-Test Analysis of Lecturers’ Awareness of IM Based on Gender**

Variable	No	SA	A	D	SD	Total	Mean	dt	t	p	Decision
Males	210	1,415	1,393	1,012	380	4,200	2.9				
Females	210	1,457	1,368	814	561	4,200	2.9	418	6.837	>.0.05	H01 upheld

Table 3 revealed the *t*-value of 6.837 less than the *p*-value as analyzed. Both male and female had 2.9

as their means out of the maximum 4.0 points. This result showed that there is no significant difference in the awareness of the lecturers based on gender. Therefore, hypothesis one is upheld.

R.Q<sub>4</sub>: Are there differences in male and female lecturers' use of IM?

H<sub>02</sub>: There is no significant difference in the use of IM between male and female lecturers of COE in Southwest of Nigeria.

**Table 4: The t-test Analysis of Lecturers' IM Use**

Variable	No	U.AI	U.Of	U.Mod	U.Sel	U.NA	Total	Mean	df	t	p	Decision
Males	210	259	179	490	262	910	2,100	1.3				
Females	210	242	149	398	247	1,045	2,100	1.2	418	3.662	> 0.05	H02 is upheld

Table 4 shows the difference in the use of IM by both male and female lecturers, which was not significant. The value of  $t = 3.662$  while  $p$ -value was greater when compared. Though the males had 0.1 higher than that of the females this difference was negligible; the use of IM is not influenced by gender. Hence, hypothesis two is upheld.

**SUMMARY OF FINDINGS**

The findings of the study reveal that there were adequate Instructional Media in the State COE in the Southwest of Nigeria; also, the majority of the available IM in the institutions studied were overwhelmingly more than half of that recommended by the NCCE. The study also found that the lecturers of state COE in Southwest of Nigeria had moderate awareness of IM and use them less frequently; this means that the lecturers had poor use of instructional resources and used them at will. In all variables, regarding awareness and use of instructional media, both male and female lecturers were not significantly different.

**CONCLUSION AND RECOMMENDATIONS**

The following conclusions were drawn and recommendations made based on the findings:

In all institutions studied, there were instructional media. The lecturers had moderate awareness of IM and used them less frequently. In the case of gender, awareness and the use of instructional media as revealed by this study, both male and female were not significantly different. The awareness and adequate use of IM will bring about stress free delivery of instructional contents, enabling increasingly pleasurable and attainable teaching and learning by both lecturers and learners respectively.

Hence it is pertinent that the authorities of tertiary institutions and particularly the Colleges of Education in Southwest of Nigeria should procure instructional media for ground lecturers. Training and retraining of lecturers in using instructional media should be encouraged by all stakeholders. This may serve as a compelling force for lecturers to use media in their job performance more often. Also, all stakeholders in COEs in Southwest of Nigeria should see to constant coordination of seminars and workshops for lecturers to get attuned to all aspects of IM.

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