

## **INSTRUCTIONAL MEDIA IN THE EFFECTIVE TEACHING AND LEARNING OF HISTORY AND POLICY OF EDUCATION IN COLLEGES OF EDUCATION IN OGUN STATE**

By

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### **Abstract**

*The inclusion of and emphasis of history and policy of education in the national minimum standard for colleges of education was born out of its usefulness to the learners in one hand and society on the other hand. In spite of the numerous roles, the teaching of history and policy of education plays, the national minimum standard for colleges of education which became operational 2014/2015 academic session reduced the number of the credit units to one. In view of this, the current study investigated instructional media and effective teaching and learning of history and policy of education. The study population was all students in colleges of education in Ogun State. Five schools were selected from each of the two public colleges of education in Ogun state. Fifteen students were randomly selected as respondents from each of the ten (10) schools. The total number of the respondent is one hundred and fifty (150). Two research hypotheses were formulated and tested at 0.05 significant levels. The data collected were analysed using Pearson Product Moment Correlation Coefficient. The study revealed that there is significant influence between instructional media and effective teaching and learning of history and policy of education. The study also found that there is significant influence between availability of instructional media and effective teaching and learning of history and policy of education. The study was concluded that instructional media should adequately made available to teach history and policy of education so as to help the students in grounding their thought, interest, value and feelings. The study recommended that the adequate attention in terms of policy statement should be given to the course of the study, teachers should be allowed to attend seminars and workshops on the appropriate usage of instructional media, teachers should also be sensitised on the need to improvise instructional media when standardised ones are unavailable.*

**Keywords:** Instructional Media, Effective Teaching and Learning, History and Policy of Education

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### **Introduction**

Instructional media is a major determining variable that controls the space of learning. It has to do with the creation of an environment in which the students can develop their full potentials and live productive lives in accordance with their interests and needs either as individuals or as a group within the society. Instructional media stimulates the students desire to learn. It assists learning process by making assimilation and memorisation of materials easy. Kay (2008) instructional media helps to hold attention, include greater acquisition as well as objectives which may be in accessible to many students.

Nnoli (2007) states that instructional media are the resources that the teacher and students use to influence effectiveness of teaching and learning process. Further explained that it is the creative use of probability of the students which will make them learn and improve their performance of the skills that are to be developed. To this end, it means materials that aid the teaching of a subject. Kay (2008) instructional

media are things which are intended to help teacher to teach more effectively or better still which enable the students to learn moral readily. Egwu(2008) defines instructional media as audio-visual materials or innovations in teaching and learning. This involves the use of human efforts, appropriate choice design and utilization of the objects to ensure effectiveness. It is equally defined as anything (human efforts, hardware, software, and improved materials) used to satisfy the educational means of learners. It is also an instructional device or technique an expert brought into teaching and learning interaction to facilitate sharing of experience, knowledge, skills, attitudes, and value.

Akpan (2002) instructional media are alternative channels of communication used by adult educators to concretise teaching of subjects, problems, concept, and educational objective to ensure better understanding. In addition, the uses of instructional media increase students' interest and satisfaction. Kofar (2004) defines instructional media as veritable channels in the classroom. Instructions given in form of practical work improve the learners' level of understanding. It is the resources teacher used in presenting the lesson so that the students can easily understand what is been taught. It is also, a means of making teaching and learning process more meaningful, effective, productive and understandable. The end result is the attainment of educational goals. The attainment or achievement of the aims and objectives of education depends primarily on instructional media. Oshibodu(2006) sees instructional media as materials used to facilitate teaching and learning by a way of saving instructor's time, effort and capturing learner's interest. It is also a means of promoting effective retention of subject matter learnt, keeping student active and stimulating their imaginations.

Eva (2004) stresses that instructional media stimulate teacher's interest help both teacher and learners to overcome physical limitation system of the teaching and learning process. Further illustrated that instructional media is a system that cannot be separated from classroom teaching, otherwise it could paralyze the entire system or process when neglected. However, in Nigerian tertiary institutions, instructional media are often confronted with teaching problems such as inadequate materials, economic downturn, unrelatedness of the educational resources, un-resourcefulness of teachers, teacher-students ratio, inconsistency of educational policy, the student population explosion, and inaccessibility of local materials among others. The inclusion of and emphasis of history and policy of education in the national minimum standard for the colleges of education as a compulsory requirement for Nigeria Certificate in Education (NCE) was born out of its usefulness to the learners on one hand and the society on the other.

History and policy of education as a unit course, more than any other course of study in the national minimum standard for the NCE, quicken the understanding of national heritage as it provides information on what society is, how it grows, the way it works, its problem and achievement. Osokoya, (2008) A cursory acquaintance with the history of Nigerian state shows that the socio-economic and political difficulties are traceable in the main to ethnic chauvinism which is a carry-over from the shoddy integration of diverse people by a colonial power without regard to their sentiments into a nation. The course title, history and policy of education (Edu111), if properly understood, engenders in students a more tolerant outlook as well as an enlargement of human. This is a major prerequisite for building a virile nation among heterogeneous groups such as Nigeria. Furthermore, as the ancient Roman Orator Cicero earlier remarked "for a people to be ignorant of its history is for a man to be without memory Osokoya, (2008)

However, in spite of individual and co-operative gains derived from teaching and learning of history and policy of education at colleges of education it has become increasingly unpopular among the prospective teachers. The new national minimum standard of 2012 which came into effect in 2014 and 2015 academic session reduced the credit unit of the course from two units to one unit; this of course compounded the unpopularity of the subject matter at the teacher education programme (College of Education). The National Policy on Education (1977) which had been revised four times, (1981, 1998, 2004, and 2014) removed history teaching from curriculum of junior secondary schools (J.S.S) and replaced it with the teaching of social

studies. This of course led to the unpopularity of the subject at the senior secondary school levels, (Osokoya, 2008; Saliu, 2014).

In a national survey among students offering art subjects at senior secondary school level, Osokoya (2008) and Saliu (2014) established that students run away from the subject because its content is too voluminous and too difficult to pass. The resultant effect of its unpopularity is that many of Nigerian secondary school students preferred other social science subjects. In view of this, the current study examines how instructional media can be used to aid effective teaching and learning of history and policy of education in colleges of education.

### **Statement of the Problem**

The inclusion of and emphasis of history and policy of education in the national minimum standard for colleges of education was born out of its usefulness to the learners in one hand and society on the other hand. In spite of the numerous roles the teaching of history and policy of education plays, the national minimum standard for colleges of education which became operational 2014/2015 academic session reduced the number of the credit units to one, in the midst of other problems confronted the teaching and learning of history of education at colleges of education. Therefore, the study intends to examine the use of instructional media as a means of increasing the popularity of teaching and learning of history and policy of education at colleges of education.

### **Research Questions**

Based on the stated problem of the study, the research will provide answers to the following questions.

- i. To what extent do instructional media influence effective teaching and learning of history and policy of education?
- ii. To what extent does availability of instructional media influence effective teaching and learning of history and policy of education?

### **Research Hypotheses**

- **H<sub>01</sub>:** There is no significant influence between instructional media and effective teaching and learning of history and policy of education.
- **H<sub>02</sub>:** There is no significant influence between availability of instructional media and effective teaching and learning of history and policy of education.

### **Significance of the Study**

This study will attempt to provide useful information about the identified variables that can be inferred or generally used in the academic achievement of students. The finding of this study will also be helpful to the teachers, the educational administrator and policy makers as they will have good knowledge of the challenge posed by the variables and subsequently brace up for such challenge.

The result of this study will be useful to school administrators such as provosts because it will afford them the opportunity to know the importance of instructional media availability and its use to aid retention and understanding of teaching and learning. Most importantly, it will also serve as basis for further studies.

### **Scope of Study**

The study was geared towards examining instructional media and effective teaching of history and policy of education at colleges of education in Ogun state.

### **Method**

Two research designs were used in this study. The first research design is ex-post-facto and the second is descriptive research design. The design is ex-post facto because research has no control over certain variables

tested. It is descriptive because the researcher elicited information from the randomly selected sample. This is to establish the relationship between instructional media, teaching, learning of history and policy of education.

The population of the study consists of all students at the colleges of education in Ogun state. Out of the existing four colleges of education in Ogun state, two of them are private ownership while the remaining two are public ownership, one is federal college of education located in Abeokuta and the second is owned by Ogun state government located at Omu Ijebu (Tai Solarin College of education). Five schools were selected from Federal college of education, Abeokuta, while in Tai Solarin College of education Omu-Ijebu, another five schools were selected. In each of the schools, fifteen students were randomly selected as respondents for the study. The total number of the respondents is one hundred and fifty.

The research instrument for the study was titled "Instructional Media and Teaching and Learning of History of Education Rating Scale (IMTLHERS). The instrument is divided into two sections (A and B). Section A consists of information or the bio-data about respondents. This includes, sex, age, level, name of college, name of school etc. While section B contains ten questionnaire items such as stimulate students desire to learn history of education, slide projector assists learning of history of education by making the assimilation of materials easy, Audio-visual aids the teacher to teach effectively, availability of instructional media make learning available to a wider audience, display board promotes better understanding of the subject-matter, television broadcast makes learning real and easy among others.

Face and construct validity of this instrument was achieved through constructive criticism by some senior colleagues, who are experts in the field of measurement and evaluation. An instrument is said to be reliable when it is consistent in measuring what is expected to measure at any point in time. Therefore, the reliability coefficient of Instructional Media and Teaching and Learning of Education Rating Scale was achieved using Cronbach Alpha is 0.78 while split half co-efficient is 0.73. The statistical tool used in the study was Pearson Moment Correlation Coefficient.

### Analysis of findings and Discussion

**H<sub>01</sub>** There is no significant influence between instructional media and effective teaching and learning of history and policy of education in colleges of education.

**Table 1: Influence of instructional media on effective teaching and learning of history and policy of education in colleges of education in Ogun state**

Variable	N	X	SD	r-cal	r-crit	R
Instructional Media	150	15.10	3.558			
Teaching of history of education	150	41.58	9.837	0.521	0.160	Sig.

Significant at 0.05 levels

The table 1 revealed that a calculated r-value of 0.521 is greater than the critical r-value of 0.160 given 148 degrees of freedom at 0.05 level of significance, consequently, null hypothesis is therefore, rejected. This implies that there is significant influence between instructional media and effective teaching and learning of history and policy of education in colleges of education.

**H<sub>02</sub>** There is no significant influence between availability of instructional media and effective teaching and of history and policy of education.

**Table 2: Influence of availability of instructional media and effective teaching of history and policy of education**

Variable	N	X	SD	r-cal	r-crit	R
Availability of Instructional Media	150	18.83	4.867			
Teaching & Learning of history of education	150	41.58	9.837	0.754	0.160	Sig.

Significant at 0.05 level

The table 3.2 revealed that a calculated r-value of 0.754 is greater than critical r-value of 0.160 given 148 degree of freedom at 0.05 level of significant. Therefore, the null hypothesis is rejected. This implies that there is significant influence between availability of instructional media and effective teaching of history and policy of education at colleges of education in Ogun state.

### **Discussion of the Findings**

First hypothesis asserts that there is significant influence between instructional media and effective teaching and learning of history and policy of education in colleges of education. The finding of this study is in line with the research work of Kay (2008), who established that instructional media stimulate the students desire to learn. Nnoli (2007), remarked that instructional media is the resources that the teacher and students use to achieve the effectiveness of teaching and learning process.

Second hypothesis shown that there is significant influence between availability of instructional media and effective teaching and of history and policy of education. The finding of this study agrees with the study of Savoury (2009) who suggested that the availability of instructional media in the teaching of history and policy of education rely on the adequacy of the resources such that it helps to facilitate learning and make it easy and interesting. He further illustrated that a catalogue of aids which could be used to teach history of education. Also advocates the use of pictures which will help students in grounding their thought and feelings.

### **Conclusions**

The study concludes that not only practical approach should be used as a teaching methodology to encourage and attract the interest of the students but also adequacy of instructional media should be made available to teach history and policy of education so as to help the students in grounding their thoughts, interests and feeling towards History of education.

### **Recommendation**

This study is therefore recommended that:

- The adequate attention in term of policy statement should be given to this course of the study.
- Teachers should be allowed to attend seminars and workshops on the appropriate usage of instructional media.
- Teachers should also be sensitised on the need to improvise instructional media when standardised ones are unavailable.
- Parents should always strive to provide their children with relevant instructional materials.
- Government and other stake holders should endeavour to provide 21<sup>st</sup> century instructional media to the colleges of education
- The colleges' administrators should also ensure regular maintenance of already provided instructional media
- The relevant agencies such as Nigerian Education Research and Development Council (N.E.R.D.C) should establish or, if it has been established should make it functional centre for the provision of locally developed teaching aids and its function should include the evaluation and recommendation on specific and relevant instructional media.

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