

ISSN: [illegible]

ILORIN JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION (IJOHPER)

VOLUME [illegible]
NO. 1 [illegible]

A Publication of
Department of Health Promotion and Environmental Health Education & Department of Human Kinetics Education
UNIVERSITY OF ILORIN, ILORIN, NIGERIA

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EFFECTIVENESS OF TELEVISION AS A MEDIUM OF INSTRUCTION IN SECONDARY SCHOOLS IN ILORIN WEST LOCAL GOVERNMENT AREA, KWARA STATE.

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ABSTRACT

The study examined the effectiveness of television as a medium of instruction in secondary schools in Ilorin West Local Government Area, Kwara State. The descriptive research design of the survey type was adopted while all secondary schools in the focused Local Government. Five (5) Secondary Schools from Ilorin West Local Government Area, Kwara State were selected. Simple random sampling technique was used to select one hundred (100) respondents. Four (4) research questions were answered using Frequency Count, Percentage and Bar Chart. The analysis of the data revealed that television is an effective medium of instruction in schools. Based on the finding, it was recommended that Government should provide broadcasting media connected as closed circuit television to schools to be linked to a studio in the school and several classrooms.

Keywords: Television, instruction, secondary schools, communication

Introduction

One of the main functions of education is communication of knowledge, skills and attitudes. The mass media are known to have great potential in communicating these effectively (Williamson, 1990). Television as one of the means of mass communication involves the transmission of images and sounds to distant screens by electronic device over electrical or optic fibre transmission lines or by electromagnetic radiation (radio waves).

Men hurtling through space send back radio reports of what they

experience, cameras mounted on space shuttles give close up televised photographs of the surface of the moon. Television programmes are being transmitted from one side of the world to another by bouncing of signal off a satellite in orbit. Each year brings additional wonder in the craft of communication with computers and instantaneous transmission systems, making it possible to time and space to will.

The use of television has opened a new dimension in the horizon of human affairs. By the application of the medium of television, millions of people have come to acquire new ideas, philosophies, approaches and attitudes. Considering the use of instructional television, it has rightly been mentioned in the encyclopedia of education (volume 9) that "the uses of instructional television in an organized educational programme are varied but have been described as: total teaching, supplementary enrichment and remedial. If television is used for teaching, all major contents and basic concepts are presented by it. In supplementary use, television programmes present materials carefully correlated with the principal course material which are not ordinarily provided. For enrichment, television is used to present materials considered desirable in subject areas other than the principal course of study. In its remedial aspect, television is used to present materials for makeup work or concentrated emphasis in narrow subject area".

The development of technology of communication has placed at our disposal the means to transfer knowledge more effectively to large number of receivers of multiple points irrespective of the distance between the source and the receivers. The use of television in education has grown sharply in recent years. The television is an electronic medium which appeals to our sense organ of seeing and hearing. More than 80% of our knowledge is from the sensory organ of seeing, 11% from that of hearing. The remaining 9% comes from the sense of smelling, tasting, touching. According to (Abolade, 2004) it is the television that captures the sense organs of sight and seeing, hence it is an audio-visual medium.

Television used in classroom instruction comes from one of two sources, broadcast or closed circuit. Broadcast television refers to programmes that are available from commercial and public television stations that are through the air.

Television has the following benefits:

- Television is a current and economical means of reaching large sections of population. For example, we can use television to teach a course like **GNS** to as many as 300 students divided into small groups (of 30 each) using a

closed circuit television (CCTV).

- It can provide general education enrichment and recreation for large audiences. In Nigeria, as well as in other developing countries, people know of what is going on around the world through television devices. Imagine the amount of information we receive through CNN, or sky way televised programmes.
- Television can enrich the subject matter that is being taught. For example, if you are teaching computer (types of monitor), it is the television that can vividly show the various types of monitors. No amount of verbalization can do this.
- It can be used to teach motor skills. In teaching a motor skill, a teacher may have to demonstrate it several times before the learner will be able to master the skill. Imagine that you are teaching physical education skills such as tennis serving or swimming strokes or any other, the teacher needs several demonstrations. Through the use of television, these motor skills can be shot once (through video camera) and can be used or watched several times by learners who are the primary figure around which the entire subject matter revolves..

Statement of the Problem

Extensive studies have been conducted regarding the conditions and effects of the use of instructional television. In general, studies about the instructional use of television have focused a great deal of attention on the teaching and learning process and have revealed how relatively little is known about learning. Relatively, little is also known about the use of television as a medium of instruction. This is partly due to attitude and perception of the learner towards the use of television. Approximately, twenty years of extensive investigations, have revealed that generally, students taught by television do well as or better than students taught by conventional means (Carpenter & Robbert Heinich, Michael Molenda 2002).

Hence, this study examined the effectiveness of television as a medium of instruction in secondary schools in Ilorin West Local Government Area.

Research Questions

In order to have a particular focus for this study, the following research questions were raised;

1. Do secondary school students have access to educational broadcast?
2. Which type of programmes do students have access to?
3. Does the broadcast programmes relate to the content of school subjects?
4. When do students view educational broadcast programmes?

Purpose of the Study

The general objective of the study was to investigate the effectiveness of television as a medium of instruction in secondary schools in Ilorin West Local Government Area, Kwara State. The specific objectives were;

1. To examine the impact of instructional television programme (broadcast) on the scholastic achievement of secondary school students.
2. To examine the different academic programmes viewed by students of secondary schools in Ilorin West Local Government Area, Kwara State.
3. To investigate the perceived effects of the instructional television programmes (broadcast) on the scholastic achievement of male and female students in Ilorin West Local Government Area, Kwara State.

Sampling and Sampling Technique

In carrying out this study, five (5) schools from Ilorin West Local Government Area, Kwara State were selected. A total number of one hundred students were sampled using the simple random sampling procedure. The respondents are senior secondary school students. This class was chosen because they are assumed to have attained an adequate level of both concrete and formal operational reasoning ability to be able to answer the questionnaire.

Research Instrument

The main research instrument used for this study was a questionnaire tagged the effectiveness of Television as a Medium of Instruction in Secondary Schools in Ilorin West Local Government Area, Kwara State (EOTAAMOI). The Questionnaire was administrated among the sample of 100 respondents to elicit information on the effectiveness of television as a medium of instruction in secondary schools in Ilorin West local Government Area, Kwara State.

Validation of the Instrument

The (EOTAAMOI) was made to pass through experts in the field of Educational Technology in the Department of Science Education, University of

Ilorin for further face and content validity. The instrument was scrutinized and necessary corrections were effected.

Data Analysis and Results

Four (4) research questions were raised to guide the study. In answering the questions, frequency counts, simple percentages and bar chart was used in analyzing the effectiveness of television as a medium of instruction in secondary schools in Ilorin West Local Government Area, Kwara State. The analyses were done according to the research question as follows:

Questionnaire item Description

Do secondary school students have access to educational television broadcast?

Where does the student have access to Television?

Table I: Television in School and at Home

	TELEVISION IN SCHOOL	TELEVISION IN HOME
1ST SCHOOL	0	20
2ND SCHOOL	0	20
3RD SCHOOL	6	14
4TH SCHOOL	0	20
5TH SCHOOL	0	20
TOTAL	6	94

The table above revealed that students have more access to television at home that school, consequently students learn through educational broadcast television programme at home than in school.

Table II: shows the percentage of access to broadcast television programme at home and school.

LOCATION	NO OF RESPONDENT	PERCENTAGE
TELEVISION IN SCHOOL	6	6%
TELEVISION AT HOME	94	94%

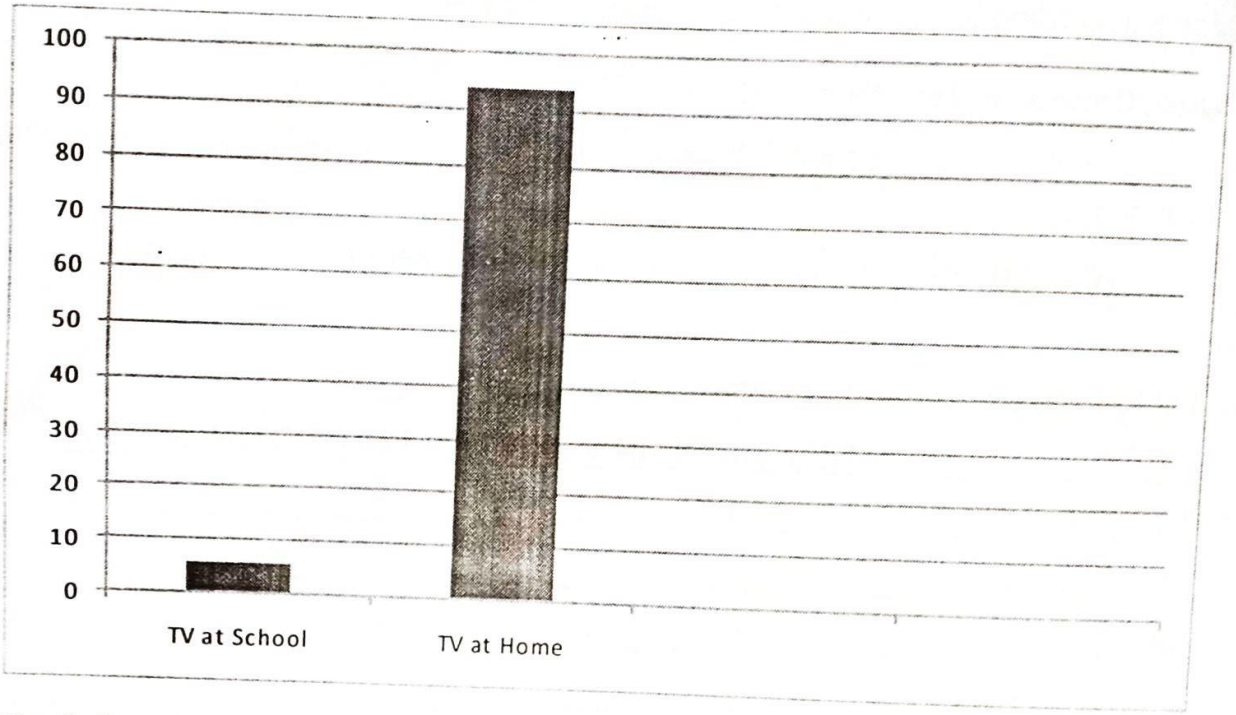

Fig. I: Bar chart of students' place of access to television

The implication of the result above is that schools in Ilorin West Local Government Area in Kwara State are yet to rise up to the challenges of making use of modern technological revolution in education of which television is an integral part of teaching or instruction in the school.

Research Question Two:

Which types of programmes do students have access to most?

Questionnaire items Description: Which types of programmes do students have access to most?

Table III: Students' most accessed programme

	Religious Programme	Advertisement	Sports	News	Drama	Music	Total
1st school	1	1	3	5	7	3	20
2nd school	2	2	2	4	8	2	20
3rd school	1	2	3	5	7	2	20
4th school	...	1	3	5	... 8	3	20
5th school		1	3	6	7	3	20

Findings from the above table revealed that students view programmes such as sports news, religious programmes, advertisement, music and drama. From the pie chart below, students generally have preference for drama programmes with 35% in school (1) followed by 25% for news and 15% for sports and musical respectively, while religious and advertisement broadcast have 5% each.

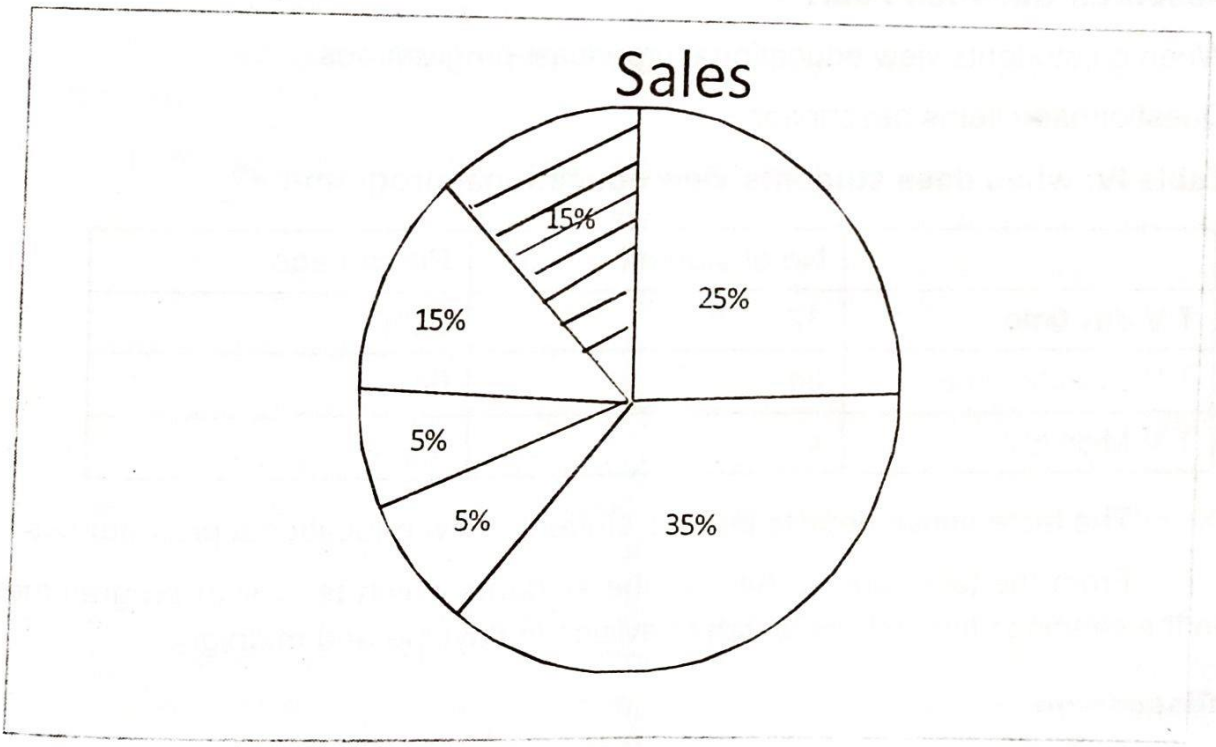

Fig: 2: Pie-chart of programme viewed in school

Research Question Three:

Does the broadcast programmes relate to the content of the school subjects?

Questionnaire item descriptions: Does the broadcast programme relate to the content of the school subject?

This research question seeks to ascertain from the respondents if the broadcast programmes they watch is related to subject matter such as social studies, biology. The findings revealed that students listen and watch broadcast programmes such as debate, quiz, interviews and teaching on air. From this, students learn activities related to their school subjects contents.

The result of the findings from the respondents on whether the broadcast programmes have bearing on secondary school subject matter revealed positive programmes like debates, quiz and interviews have relationship with school subjects like social studies, integrated science and biology. Also programmes like "who wants to be a millionaire" helps to improve students' knowledge of current affairs and general studies

Research Question Four:

When do students view educational broadcast programmes.

Questionnaire items description

Table IV: when does students view educational programme?

	No of student	Percentage
T.V day time	32	32%
T.V evening time	64	64%
T.V Midnight	4	4%

The table above depicts periods students view educational programmes.

From the table above, 64% of the students watch television programmes in the evening time. others watch television in daytime and midnight.

Discussion

The various analyses done have revealed that television is an effective medium of instruction in secondary schools. This finding corroborates Williamson (1990) and Carpenter et al (2002). However, there is need to

incorporate television as an integral part of instructions in secondary schools, since it is an effective medium of instruction. Although, television instruction is relatively new in Nigeria, its impact has been felt by many learners at home. This is in line with Abolade's (2004) impression that television captures two sense organs partly due to its concrete nature which makes it motivating to a wide range of age, culture and background of learners. It could therefore be seen that teachers loose nothing if they use television programme which aids educative teaching in the school.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

Broadcast educational television programmes are viewed at home with the subject matter taught in school. However more direct link between the student and teacher instruction could be achieved with the use of CCTV (Closed Circuit Television). This will have direct link with the school curricular than the home viewed broadcasting educational television.

Television is a very effective medium of instruction in schools.

Recommendations

The following are the recommendations made based on the conclusions of the study:

1. There should be adequate training for procedures of television programme instruction and conventional teaching techniques. This can be done in collaboration with the existing educational technology centres in the country's Universities including Polytechnic and National educational technology centre.
2. Government at the various levels should provide television broadcasting media connected as closed circuit television, this should be linked between a studio in the school and several classrooms. This will enhance effective and large dissemination of instruction to students.
3. Parents' Teacher Association, Old Students Association, Multinational corporation as well as philanthropist organizations should try to supplement government effort in making funds available for the purchase of broadcasting media (television) to secondary schools.

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