



**THE ADEQUATE UTILIZATION OF VARIETIES OF EDUCATIONAL MEDIA
AMONG THE SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA**

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Abstract

This work examines the adequate utilization of varieties of educational media among some secondary schools in five junior and senior secondary schools in two local council development areas in Kosofe Local Government in Lagos State. The researcher developed questionnaire designed to collect data was analyzed by using descriptive statistics of frequency count and percentages. The result revealed that majority of the students noted that educational media played an important role in effective teaching and learning and, therefore, recommended that federal and state governments should establish more education resource centre areas in the country to develop and supply schools with educational media for effective teaching and learning and that regular training should be organized for teachers in the use of modern educational media in Nigeria Schools.

Key words: Adequate, Utilization, Varieties, Education Media, Secondary schools, Instructional materials.

Introduction

The foundation for the use of educational media in the school system is to transmit information in the teaching and learning process. Educational media, according to Abifarin (2010), refers to a broad range of information carrying resources that constitute an integral component of classroom teaching and learning utilized in an instructional process with the aim of facilitating effective and efficient communication in the teaching and learning process. Likewise, the attitude of teachers to the use of educational media in teaching and learning in our secondary schools in Nigeria is very crucial. As a matter of fact, there is a wide special speculation as regards the decline in the standard of education in Nigeria. This is due to many factors one of which experts have attributed to the inappropriate use of educational media or not using it at all.

Fadeiye (1996) defined educational media as those materials which the teacher could use to convey ideas, information, message and knowledge about things to his pupils. It means that teaching aids are not a substitute for the teacher and could be made more meaningful through their effective use. In the same manner, Adeyemi (1997) asserted that visual aids are the materials or objects which help the teacher to make the lesson explicit to students. He further maintained that the visual aids also transmit information, ideas and notes to students and dispute information as a factor that will modify their attitudes, habits and practices a complete task. The derailing performance of our students in Nigeria nowadays, therefore, calls for orientation about the uses of the educational mediator teachers. The use of educational media provides integrated experiences, which may vary from the concrete to the abstract and do with the characteristic trait of reducing teaching to apply. These materials could be in the form of cassette players, planned graph cards, etc.

Educational media, on the other hand, are those things that the teacher prepares mainly to help him or her to pass on messages easily and more effectively. These include cardboards, drawings and real objects brought into the class for learners to physically see and touch (visual aids). A visual material will not only attract a child's attention but he/she will also be able to hold it in memory for a long time, that is, learning would become permanent. It is recognized that learners will be able to grasp ideas better where there are some physical representations, the ordinary verbal description. Likewise, educational media as a concept has been defined in various ways. For instance, Abimbade (1997) defined it as a broad-range of resources that can be used to facilitate effective and efficient communication in the teaching and learning process. Ogunranti (1981) defined educational media as a collection of materials and equipment that can be effectively used for classroom communication. They include the non-projected and the projected hardware and software, print and non-print and big and little media. According to Ogunmilade (1995), Nigeria children and youth are being educated more in accordance with the yesterday world rather than in preparation for tomorrow's living.

Educational media are means of making teaching and learning process easy, more meaningful and understandable (Uzoegwu 2001). These educational media are not only books but also include the projected picture, the film strip, slides, pictorial materials, the over-head projectors or records, record players, tapes, television, video tape, recorders, lpads and handsets.

In summary, educational media are both human and materials resources, which can be used in the classroom or outside to teach learners in order to make teaching and learning effective to the learners. Human resources in the classroom are experts from various fields, such as lawyers, medical doctors, engineers, architects, social workers, community leaders, religious leaders and so on while material resources include various educational media, shrines, monuments, museums, zoological gardens and so on. Instructional media used in Nigerian classrooms are naturally-made or man-made. More so, educational media are no substitutes for the teacher in the classroom. Therefore, the teacher should not see them as being so. Educational media should not be the master to the teacher but a good servant / messenger that is used most effectively and efficiently to ensure that appropriate/adequate learning takes place in the classroom. Teacher should always be on the look out for the most recent model of educational media when searching for what to use in the classroom.

The Classification of Educational Media

Educational media has been classified differently by different authors and educationists. Abifarin (2010:27) classified educational media into:

- i. **Visual Aids:** these are educational media that appeal to the sense of seeing, e.g. pictures, diagrams, projected and non-projected aids, pictorial aids, charts, mobiles, three dimensional aids and teaching machines.
- ii. **Audio Aids:** these educational media are also called “Aural Aids”. They are any instructional medium that appeals to the sense of hearing, such as radio, records and record players, magnetic tape and tape recorders and so on. These forms of media carry sound alone without visual impression.
- iii. **Audio-Visual Aids:** these categories of educational media combine both sound and vision. This means they appeal to the senses of hearing and seeing. Examples of such media are educational television, closed circuit television (CCTV) line sound film.
- iv. **Realia:** Realia is the best out of all educational media. This is because the learner/student is in contact with a real object. These are real objects, such as specimens and models in a Basic Science class. The teacher brings some grains of rice or maize as examples of carbohydrate, an egg and a piece of meat as examples of protein, little contents of palm or groundnut oil as example of fat and oil. Students stand to understand the concept of the classification of foods better since the teacher presents

real food items to learners while teaching the topic. Teachers are advised in Nigerian Secondary Schools to use realia always when teaching. It is when realia are not readily available that other forms or improvisation could be used.

In 1972, Schramm considered media in the form of a continuum that stretched from the means entertainment and information to the means of instruction. As tools and technologies of instruction, Schramm (1972) and Abifarin (2010:28) classified media into (a) print media (b) electronic media.

- a) Print media: these were printed paper, textbooks, reference books, workbooks and pictures.
- b) Electronic media: they are simply information carrying technologies, which can be used for information.

Though some of them are not primarily designed for instruction, yet they have been highly adopted for instructional uses or purposes in the recent time. Such media include the radio, sound films, computer and television and so on.

Schramm (1972 in Abifarin 2010:29) further divided electronic media into two types. These are big media and little media. “Big Media” includes the complex, sophisticated and expensive media, such as the sound films computer, television, ipad, etc. Big media is used extensively in most of the advanced countries of the world such as Japan, China, France and Britain. Technology revolution, especially in the area of communication technology, is equally making use of big media. A popular thing in the developing countries is making positive development in the use of big media, such as internet, computer, Facebook, interactive radio and television and other sophisticated instructional media a thing of reality.

Little Media: For Schramm (1973), these are class expensive media, such as slides, side films transparencies, radio, globe and programmed texts. The classification is restricted to the two classifications above. There is another school of thought that classified educational media into: (a) print media (b) Hardware and (c) Software.

- a) Hardware is the machines, equipment, tools or gadgets on which software can be transmitted. Always very expensive to acquire, very rugged and could be used for several years while some of them are fragile and need to be handled with care to

prevent them from breaking down, e.g, overhead projector, opaque project, slide project, camera and computer.

- b) Software is the information carried or materials that are used with the hardware but the hardware and software are less expensive to the hardware. They are usually consumable or disposable items. Examples are: transparencies, opaque materials, slides, audio cassettes, films, programs, CD, diskettes and flash drives.

Likewise, Abifarin (2010:31) also classified instructional media by dimension. There are two, three dimensional and four dimensional instructional media.

Two dimensional instructional media.

The two dimensional educational media include maps, pictures, charts, diagrams and the rest of them. They are called two dimensional educational materials because they only have length and breadth.

Three dimensional educational media

The three dimensional educational media include boxes, stones, models of various objects and other concrete objects. They are regarded as three dimensional they have length, breadth and width because most of these educational media are realia.

Four dimensional educational media

The four dimensional educational media and equipment combine audio, visual motion and time to enhance learning.

Talabi (2008 in Abifarin 2010:31), argued that the inclusion of time factor is very important in the use of educational media, because such media enable students to notice and learn the changes that occur in an event, data, experiment or any other process, over various time scales, such as seconds, minutes, hours, days, weeks, months, and even years. The educational media, which can be used for such learning tasks, include computers, television, video link, practical activities in the laboratory, classrooms or during field work. The manipulation and the use of function graphs in mathematics, environmental and socio-economics processes in the social sciences and specimen animals, plants, chemicals and

machines for practical work and study in science and observing their effects over a period of time are also forms of four dimensional instructional media.

The Criteria for the selection of educational media in schools

In teaching and learning processes, several criteria are usually considered when selecting educational media to be used in Nigerian secondary schools. Some of these criteria are briefly discussed below, according to Abifarin (2010:32):

Objectives of the lesson to be taught have to be considered while selecting educational media. The types of learners to be engaged in such consideration include learning tasks. Practicability of the media is another consideration for selection of educational media to be used in the classroom, e.g. how usable is the media, are they user friendly? can both the teacher and the learner use them without hitches? Whatever media is to be selected has to be user friendly. The learning style of learners is also to be considered when selecting educational media because some are fast learners, while some are average and others slow. These individualist tendencies in the learners need to be considered when selecting instructional media. Educational media to be selected for use in the classroom should thus be portable/movable. They should be items that can be moved from one place to another within the classroom without little or no problem. Availability is also a major consideration for the selection of media to be used in the classroom. That is the media to be used have to be sufficiently available in the environment, which they are to be used.

Likewise, in selecting educational media, we should also consider the available technical know-how or expertise knowledge of maintaining the media from time to time. That is, there should be able hands that can handle the repairs of the equipment whenever they breakdown. In selecting educational media, there is the need to consider whether it is recent or out-dated. "Are the media the latest in town or they are out-dated?" Therefore, it is advisable that the most recent are used. The technical quality of the educational media to be selected needs also to be considered. Is the colour combination is harmonious? Is the visual image and sound well synchronized or is the regarded sounded audible enough? All these technical qualities have to be thoroughly examined when selecting educational media.

The Major Characteristics of Educational Media

1. Educational media are usually in a physical form (or may be either of the three state of matters), such as paper, tapes, films, plastics, other electronics retrieval system and specimens. They can also be in liquid form, such as water, chemical or solution and can be in solid form, such as stone tools and so on.
2. Educational media can also be in the form of electronic or print media.
3. Educational media are either locally produced by students, educational technology specialists, teachers, resource persons, resource centres, artists and other persons or commercially produced by companies specializing in educational media production.
4. Educational media can also be audio, visual, audio visual or realia. Some media are in form of mass media, such as radio, television, newspaper and other periodicals. Some education media are of multi-media, that is, two or more media operate at a time integrated while other media are not in media are not in multi-media form. Example of multimedia educational media is the computer, television, projectors and so on while some that are not multi are small, such as maps, chart and so on.
5. They can be complex, complicated and very expensive while other media can be very simple and less expensive to acquire.
6. Some are manually operated while other media can only function through dry cell or electric power supply.
7. Some educational media can only be operated with their software, such as video camera, with video camera, with video tape and tape recording with cassette. While other educational media require no software to operate them. Those include maps, globe pictures and diagrams, chart and so on.

Basic Steps of Using Educational Media

There are several basic steps to be taken if educational media are to be used appropriately and effectively when teaching in or outside the classroom. That is why Abifarin (2010:36), proposed some basic steps to be taken in using educational media as follows:

- i. **Proper selection:** A bad selection of educational media simply means that the teacher has already failed before using such educational media. It is very essential that all the necessary media were adequately considered to ensure that they are appropriate.

- ii. **Preparation before use:** There are some educational media that require some special conditions for their use, such as appropriate timing. Adequate ventilation and lightening should also be considered before utilization. It is very important to ensure that all these conditions are met before using time.
- iii. **Presentation:** These are procedures for presenting different educational media. These procedures have to be followed adequately to ensure successful presentation. In the present, when and where it is necessary for learners to participate, they should be encouraged and allowed to do so.
- iv. **Immediate follow up:** After the use of educational medial, there should be the room for immediate follow up. The follow up could be given some assignments and asked to write reports on a project on the instructional media they have used.
- v. **Evaluation:** The final step of the procedures for using educational media is evaluation.

Evaluation involves finding out how effective the educational media is used in line with the achievement of the stated objective(s) of the lesson. If it is very effective, such media could be used for the particular topic from time to time. But if it is ineffective, then the teacher has the choice of using another instructional media, which he feels can achieve the stated of objectives of the lesson better.

The Usefulness of Educational Media

Educational media are very useful to teaching and learning processes in all the levels of education. A few of their usefulness were examined in this paper. The use of educational media if used appropriately can motivate learners to learn. This is if several media are used, learners are well exposed and through this they are equally motivated to learn. When learners are motivated, they stand to learn a great deal. Also, the use of education media encourages appropriate practice on the part of learners. The use of educational media assists the learner to make his response not only once but many times. The use of it also gives speedy feedback and simply means that it assists the teacher to have immediate knowledge of the result of learners' performance after learning has taken place. Rowntree (1966 in Abifarin 2010:39) acknowledged that the knowledge of results is the life blood of learning and must keep flowing.

The use of educational media in teaching helps learners to recall earlier learning. Certainly, the learner may need a review of the previous lesson before he begins on new learning. The use of educational media makes abstract concepts to be taught with ease by the teacher and such concepts are made simpler and more explicit to learners as well. Moreover, the use of educational media develops learners' visual literacy, that is, educational media develops the learners' critical observational media and also brings to their doorstep experiences that are not within their reach, e.g. the parliamentary debate in British. The parliament can be watched by the learners in Nigeria through videotapes or the internet. This was to enable learners to have in depth knowledge of what parliamentary discussion is all about in government as a subject in senior secondary schools and social studies in junior secondary schools. The use of appropriate educational media makes the lesson practically based or simply means that the possibility of the learners' cognitive domain or comprehension of the learning task is higher.

Finally, the adequate use of educational media develops analytical and critical thinking in learners, e. g. in the science class, through the use of experiments, learners are able to come to results through analysis of the steps that are involved in the experiment. Likewise, in the same vein in political science, government, civics and social studies, some political problem/ situation/ issues can be presented to be learnt for learners to critically examine/analyse and come up with possible solution(s).

Statement of the Problem

Generally, the use of the adequate utilization of varieties of educational media among the secondary schools in Lagos State in Nigeria in the 21st Century is not an uncommon phenomenon. It has been used in various ways in imparting knowledge to learners and make it permanent. However, learners and institutions of learning have not come to realize the pedagogical relevance and uses of educational media in this digital era as a reputable medium of learning. For this reason, educational media has been grossly underused and abused by learners of different secondary schools. This study, therefore, investigates the adequate utilization of varieties of educational media among the Secondary Schools in Lagos State, Nigeria.

Research Questions: This study addresses three research questions.

- i. What is the perception of students as regard the role of educational media in facilitating effective teaching?
- ii. What is the perception of students as regard the problems affecting the effective use of educational media in Nigeria schools?
- iii. What is the perception of students as regards the extent of the utilization of educational media in Nigeria secondary schools?

Methodology

The present study adopted the survey research design. The population consisted of all the students in Secondary Schools in two local councils development in the Kosofe Government Area. The population consisted of five secondary schools in two local development areas in Local Government. Five secondary schools were selected from which 500 students were selected. The instrument used for data collection is the questionnaire, which contains twenty structured statement items relating to research objectives. Respondents were asked to tick any response representing their views/opinions about each statement item.

Sample selected from school in two local council development areas are;

Table 1:

S/N	Name of school	Total No. of Students	Total no. of Students selected
i.	Comprehensive Senior High Sch. Alapere	2456	100
ii.	Commercial Senir High Sch. Alapere	1016	100
iii.	Ikosi Senior High Sch. Ikosi	3242	100
iv.	Kosofe Senior College, Ketu	3242	100
v.	Ayedire Jur. Gram, Mile-12	2346	100

The research instrument was given to two experts in educational research to peruse for content validity and their suggestion were considered. The test-retest reliability coefficient was 0.83. The completed questionnaire forms were collected, coded and subsequently analysed using descriptive statistics of frequency count and percentages. While chi-square statistics was used to test the hypothesis set at the 0.5 alpha level.

Results

Research Question 1:

What is the perception of students as regard the role of educational media in facilitating effective teaching?

S/N	Items	A	%	U	%	D	%
1.	Do educational media have depth of meaning to you?	500	100	00	00	00	00
2.	If educational media is used, do they have a positive effect in your learning?	500	100	00	00	00	00
3.	Do you teachers use educational media regularly in your school?	100	20	100	20	300	60
4.	Do you encourage your teachers to use educational media?	500	100	00	00	00	00
5.	Do educational media stimulate a sense of observation in your learning	400	80	00	00	100	20
6.	Do educational media make your learning more interesting and effective?	475	95	00	00	25	5
7.	Do educational media help you to understand better what the teachers teach you?	300	60	200	40	00	00

Discussion of findings

The Table above of item 1 shows that 500 of the total respondents chose yes that they understood the meaning of it. This clearly shows that 100% of the total questionnaire administered agreed with the statement. In the table of analysis of item 2, it shows that 500 of the total questionnaire administered on the respondents agree that they have a positive effect in their learning.

As it is shown in the Table of analysis of item 3, it was revealed that 100 respondents (20%) agree, another 100 are undecided and 300 (60%) disagree that their teachers do not use educational media regularly in their school unless when they have inspectors. In analysis of item 4 above, it is clearly seen that the 500 respondents “agree” that they encourage their teachers to use instructional media. In item 5 above, it was observed that 400 agree while 100 disagree. This clearly shows that 80% agreed that educational media stimulate a sense of observation in their teaching and learning while 20% opposed the statement. Item 6 probes into whether educational media make your learning more interesting and effective. 475 (95%) agreed to the statement. As it is shown in the analysis of item 7 above, it was revealed that 300 of the total respondents ticked Agree while 200 ticked Disagree. This clearly shows that 60% agreed that educational media improved the rate at which they learnt method of your learning in the classroom while 40% said disagreed.

Research Question 2

What is the perception of students as regard problems affecting effective use of educational media in Nigeria schools?

S/N	Items	A	%	U	%	D	%
8.	Do educational media help you to understand better what the teachers teaches you?	380	76	50	10	70	14
9.	Do educational media communication and training process educate you?	460	92	40	8	00	00
10.	Are the educational media being used currents or out-dated once?	475	95	00	00	25	5
11.	Are educational media used for practical to enhance your learning?	485	97	00	00	15	3
12.	Are they used to explain the various concepts that required explanations?	480	96	00	00	20	4
13.	Do educational media constitute problem to you learning?	430	86	00	00	70	14
14.	Do you always / regularly have electricity supply?			25	5	475	95

Discussion of findings

From the above analysis of item 8, it is clearly seen that 380 of the total chose Agreed that educational media helped them to understand better what the teacher taught them, 50 choose

undecided while 70 disagreed to the statement. This shows that 76% agreed with the statement, 10% were undecided and 14% strongly disagreed. The Table of analysis of item 9 above shows that 92% of the total or the simple majority, chose Agreed that educational media communication and training process educated the students. As it was shown in the 10th item in the Table above, 475 of the total ticked strongly Agreed that educational media being used were current. The 11th item in the Table above shows that 485 (97%) of the total said agreed that educational media enhances learning while 15 (3%) said no to the statement. The 12th item in the table above, indicates that 480 (96%) of the total said Agreed that they used to explain the various concepts that required explanation. In the analysis of the 13th item above, it was shown that 430 (86%), which represented the simple majority of the total, Agreed while 70 (14%) do not support the claim. As it shows in question 14 above, 475 (95%) of the total said Disagreed that electricity supply is not always / regular while 25% were undecided. The conclusion justifies that electricity supply is not always/regular in their school.

Research Question 3

What is the perception of students as regards the extent of the utilization of educational media in Nigeria secondary schools?

S/N	Items	Agree	%	Undecided	%	Disagree	%
15.	Do old students provide any educational media to your school?	325	65	00	00	175	35
16.	Does educational media in the school or in the nation made the advancement in teaching and learning in the schools?	490	98	00	00	10	2
17.	Does the usage of educational media in teaching and learning in the school constitute a waste of time?	00	00	00	00	500	100
18.	Do educational media make you remember what you have been taught before?	480	96	20	4	00	00
19.	Does your school have different teaching educational media?	460	92	00	00	40	8
20.	I can do well in all my subjects in the school if appropriate educational media are used.	485	97	00	00	15	3

Discussion of findings

In the 15th item in the Table above, 325 (65%) of the total respondents admitted that old students do provide educational media to their schools, while 175 (35%) disagreed to the statement that old students do provide any instructional media to their schools. As it is shown in the 16th item above, 490 (98%) of the total agree that educational media in the school or the nation made the advancement in teaching and learning in the schools while 10 (2%) disagreed to the statement. In the 17th item in the Table shown above, 500 (100%) of the total admitted that the uses of educational media in teaching and learning in the school are a not waste of time. The 18th item in the Table above shows that 480 (96%) of the total agreed that educational media make them remember what they have been taught before while 20 (4%) disagreed. The 19th item in the Table of analysis above shows that 460 (92%) of the total agreed that they have different teaching educational media while 40 (8%) disagreed with the statement. From the 20th item in the above analysis, it was known that 485 (97%) of the total believed that if appropriate educational media are used, they do well in all their subjects.

Conclusion

In view of the findings from this study, it is concluded that majority of the respondents noted that educational media were discovered to be playing an important role in effective teaching in Nigerian secondary schools; in spite of impediments faced by the use of educational media and the ever-increasing students enrolment in the Nigeria education sector due to high population density.

Recommendations

On basis of the findings of the present study, the following are recommended for the adequate supply and storage of instructional media.

1. Federal and State governments should establish more education resource centres in each local government areas in the country to manufacture and supply schools with educational media for teaching.
2. Seminars should be organized at regular intervals to train teachers in making of educational media for teaching in Nigerian secondary schools.

3. Adequate storage facilities for educational media should be provided for all schools and teachers should be encouraged to make use of the facilities.
4. Teachers should be enlightened on the importance of educational media in the teaching and learning processes in the Nigerian education sector.
5. Government at the federal, state and local government levels should improve the funding of the Nigerian educational sector (primary, secondary and tertiary institution of learning).
6. Inspection of schools should be made more regularly with inspectors visiting the available teaching media.
7. Parent Teachers Association / Parents Forum (PF) should contribute both in cash and kind for instructional aids for use in schools for both teachers and students.

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