



Secondary School Teachers' Teaching Experience and the Utilization of Electronic Media for Teaching in Ilorin Metropolis

Olonikawu, Ade Samuel, Tolorunleke, Emmanuel Adebayo & Omoyajowo, Bamidele Stephen

Dept. of Educational Foundations, Faculty of Education, Kogi State University, Anyigba

Email: samuelolonikawu@gmail.com, emmaleks2002@gmail.com

Tel: 08032372621, /08030726340

omoyajowobamidele@gmail.com, 07034563375

Abstract

Electronic media are diverse set of electronic technologies, technological tools and resources used to communicate, create, disseminate, store and manage information. The study was based on Secondary School Teachers' Teaching Experience and the utilization of electronic media for teaching in Ilorin Metropolis. The study examined the types of electronic media available and used for teaching. Three hundred teachers were randomly selected from twenty schools with fifteen respondents (15) from each sampled senior secondary schools in the selected three local governments in Ilorin metropolis. At the end of the survey, a total of two hundred and fifty-four (254) teachers adequately responded and that was used for the study. Two research questions were answered and one hypothesis was tested. Mean scores and percentages were used to answer the two research questions while *t*-test was used to test the hypothesis. The findings of the study showed that four (4) of the electronic media were not available in school among the eighteen (18) listed electronic media, other electronic media were available. Eleven (11) were used while the remaining seven (7) were not used by the teachers. It was reported that there was no significant difference in teachers' utilization of electronic media based on experience with the *t*-test value of $t(252) = -1.438, P > 0.05$. Therefore the study concluded that teachers teaching experience revealed that no significant difference was found in the utilization of electronic media by experienced and less experienced teachers. Based on the findings, the study recommends that since electronic media is an essential facility in the teaching and learning, policy makers should involve not only training teachers but also retraining and constantly updating their skills to enable them to keep pace with usable electronic media.

Keywords: *Influence, Teaching Experience, Teaching, Electronic Media, Ilorin Metropolis.*

Introduction

Throughout the globe, many nations have introduced various electronic media facilities into schools through different ways. The utilization of electronic media facilities has become a necessity for improving quality teaching and learning. This has been approved in Nigeria by the Federal Ministry of Education (FRN, 2014), when it was emphasized that electronic media are very crucial to the Nigeria education at all levels. The successful integration of electronic media in teaching will immensely contributes to the success of both the teachers and the learners within and outside the classroom settings. The impacts of electronic media in classroom instructions is also attested to by the United Nation's Education, Scientific and Cultural Organization (UNESCO), at their National

Secondary School Teachers' Teaching Experience and the Utilization of Electronic.....

Summit on media in Germany in 1982. Their submission stated that increasing number of people spend time watching television, playing records, and listening to the radio as these medium will appeal to both their sense of seeing and hearing (UNESCO, 2013).

Hepburn (2012), examines electronic media as media that use electronics or electrochemical energy for the end-user to access the content. Furthermore, Tolorunleke (2014), noted that electronic media are diverse set of electronic technologies, technological tools and resources used to communicate, create, disseminate, store and manage information. These technologies may include materials such as computers, the internet, broadcasting technologies, instructional technologies and telephony. Many researchers have written on the impact of utilizing electronic media in the teaching and learning process. These researchers include (Aguokogbuo, 2008, Tolorunleke, 2014, Olonikawu, 2016 & Omoyajowo, 2014).

Omoyajowo (2014) submitted that electronic media are those electronic devices or electronic technologies that facilitate transmission of information. These include telephones, radio, television, satellites, and computers and so on. The researcher also emphasized that electronic media are utilized to disseminate volume of data within a short period of time. Alexander (2015) noted that electronic media are electronic technologies which are utilized for collecting, storing, and processing of information. In addition to the researcher's submissions, the use of electronic media in teaching and learning has become one of the most vital facilities that can be utilized to proffering solutions to teaching and learning challenges.

Teachers are expected to interact fully with their environments to bring about desirability, effectiveness and efficiency in instruction centered on learners. These responsibilities cannot be handled with mere talk-chalk approach. There is urgent need for the application or utilization of electronic media to enhance the achievement of all the domains of learning with maximum ease (Onasanya 2013). Chen and Chill (2015) found out that, using electronic media in teaching stimulates the development of intellectual skills, contributes to the ways of acquiring knowledge, skills and attitude, makes learners using media in instruction concentrate more than students in traditional setting, gingers the spirit of research within students and provides collaborative learning.

Relevant to this research is teaching which Abimbola (2004), defined as a process that facilitates students' learning through proper management by teachers. These include the interrelationship among the students' interest, the content for learning, and the methods with materials they intend to utilize in the teaching and learning process. Teachers teaching experience contributes significantly to the successful utilization of electronic media in the teaching and learning. Scholars have observed the significant contributions of electronic media in the process of instruction (Omoyajowo, 2014).

Akubuilu, (2014) also noted that years of teaching experience play a significant role in teachers' productivity. Onanuga (2016) asserted that the more the number of years spent on the profession reduces most teachers' productivity in all aspects. Teachers' teaching experience in electronic media utilization is essential because this will go a long way in proffering solutions to teaching and learning problems. It is in the light of this; that the researchers carried out teachers' teaching experience on the utilization of electronic media for teaching in Ilorin metropolis.

The general purpose of this study was to examine the influence of teachers' teaching experience on the utilization of selected electronic media for teaching in Ilorin metropolis. Specifically, the study examined the following purposes:

1. The extent of electronic media that was available for teaching in Ilorin metropolis.
2. The extent of teachers' utilization of electronic media for teaching in Ilorin metropolis.

If there is any significant difference in the extent to which electronic media are used by experienced and less experience teachers in Ilorin metropolis.

Based on the purpose of the study, the following research questions were formulated:

1. What are the types of electronic media available for teaching in Ilorin metropolis?
2. To what extent do teachers utilize the available electronic media in teaching in Ilorin metropolis?
3. There is significant difference in the extent to which electronic media are utilized by experienced and less experienced teachers in Ilorin metropolis?

Research Hypothesis

Based on the research questions, the study tested this hypothesis:

H₀₁: There is no significant difference in the utilization of electronic media by experienced and less experienced teachers in Ilorin metropolis.

Methodology

This study adopted the descriptive survey method which investigated secondary school teachers' teaching experience and the utilization of electronic media for teaching in Ilorin metropolis. The population for the study consisted of all secondary school teachers in Ilorin metropolis while the target population for this study was all senior secondary school teachers in Ilorin East and West. A total of 300 teachers, were randomly selected from twenty (20) schools with fifteen(15) respondents from each sampled senior secondary schools in both Ilorin East and Ilorin West. Purposive sampling techniques were used to select ten (10) senior secondary schools from the three selected local governments in Ilorin metropolis. At the end of the survey, a total of 254 teachers responded and submitted the questionnaire that was used for the study. A researcher-designed questionnaire titled "Secondary School Teachers' Teaching Experience and the Utilization of Electronic Media for Teaching in Ilorin Metropolis" was used to collect the necessary data for analysis. The instrument was validated by experts to check the clarity of language and ensure it is relevant to the study. Their corrections and suggestions were noted and used for the final draft of the instrument. The instrument was pilot tested on twenty (20) teachers who were not originally part of the sample used for the study. The result of the pilot test was used to determine the reliability of the instrument. The twenty questionnaires had reliability of 0.95 therefore; the instrument is reliable for the study.

Result and Discussion

The three major research questions were answered using percentage meanwhile the hypothesis was tested using *t*-test.

Research Question 1: What are the types of Electronic Media available for teaching in Ilorin metropolis?

Table 1: Percentage ratings of the responses of teachers on the availability of electronic media for teaching

| S/N | Electronic Media | Available (%) | Not Available (%) | Decision |
|-----|------------------------------------------|---------------|-------------------|---------------|
| 1. | Overhead Projector | 35.9 | 60.5 | Not Available |
| 2. | Radio Sets | 64.6 | 35.4 | Available |
| 3. | Television sets | 70.5 | 29.5 | Available |
| 4. | Tape Recorder Players | 61.8 | 38.2 | Available |
| 5. | Video Players | 55.9 | 44.1 | Available |
| 6. | Still Cameras | 22.0 | 78.5 | Available |
| 7. | Motion Cameras | 29.5 | 70.5 | Not Available |
| 8. | Computers | 73.7 | 26.3 | Available |
| 9. | Internet Connectivity | 36.3 | 69.7 | Available |
| 10. | Telephone | 72.4 | 27.6 | Available |
| 11. | Public Address System | 66.9 | 33.1 | Available |
| 12. | Multimedia Projector | 55.9 | 44.1 | Available |
| 13. | Radio Broadcast | 22.0 | 78.0 | Not Available |
| 14. | Television Broadcast | 27.6 | 72.4 | Not Available |
| 15. | Films | 70.9 | 29.1 | Available |
| 16. | Video Cassette (tapes) | 55.9 | 44.1 | Available |
| 17. | Presentation Software e.g. PowerPoint | 73.1 | 26.9 | Available |
| 18. | Computer Disc | 55.9 | 44.1 | Available |

The table 1 above revealed that amongst the eighteen (18) electronic media selected in this study, as required by teacher for effective teaching to students, only four (4) electronic media were considered not to be available in the selected schools and the unavailable electronic media are overhead projector, motion cameras, radio broadcast and television broadcast. This is because the percentage of availability of the electronic media was less than 50%, below 50% which is the cut-off point. The percentages of the 14 available electronic media are 50% or above which were above the cut-off point. This indicated that those above 50% were on the average.

Research Question 2: To what extent do teachers use the available electronic media in teaching in Ilorin metropolis?.

Table 2: Percentage rating on the responses of teachers on the use of available electronic media for teaching

| S/N | Electronic Media | Not Used (%) | Seldom used (%) | Frequently used (%) | Decision |
|-----|------------------------------------------|--------------|-----------------|---------------------|----------|
| 1. | Overhead Projector | 65.4 | 2.4 | 32.2 | Not Used |
| 2. | Radio Sets | 1.6 | 1.2 | 97.2 | Used |
| 3. | Television sets | 0.8 | 1.2 | 98.0 | Used |
| 4. | Tape Recorder Players | 65.0 | 1.2 | 33.9 | Not Used |
| 5. | Video Players | 18.9 | 0 | 81.1 | Used |
| 6. | Still Cameras | 85.8 | 0 | 14.2 | Not Used |
| 7. | Motion Cameras | 73.2 | 5.5 | 21.3 | Not Used |
| 8. | Computers | 38.6 | 0 | 61.4 | Used |
| 9. | Internet Connectivity | 85.8 | 0 | 14.2 | Not Used |
| 10. | Telephone | 33.1 | 0 | 66.9 | Used |
| 11. | Public Address System | 38.6 | 0 | 61.4 | Used |
| 12. | Multimedia Projector | 27.8 | 7.9 | 69.3 | Used |
| 13. | Radio Broadcast | 61.4 | 14.6 | 24.0 | Not Used |
| 14. | Television Broadcast | 44.9 | 16.1 | 39.0 | Not Used |
| 15. | Films | 20.9 | 29.1 | 50.0 | Used |
| 16. | Video Cassette (tapes) | 28.6 | 16.9 | 44.5 | Used |
| 17. | Presentation Software e.g. PowerPoint | 35.4 | 43.3 | 21.3 | Used |
| 18. | Computer Disc | 35.4 | 37.0 | 27.6 | Used |

Table 2 shows that 11 electronic media listed in this study which are required by teachers for effective teaching in schools are used. This is because the percentage use of electronic media was 50% or above which were above the cut-off point. The remaining 7 electronic which are also not available in the schools had their percentage use below 50% which is the cutoff point. This

indicated that they were not used on the average and they are overhead projector, still camera, motion camera, tape recorder players, Internet connectivity, radio broadcast and television broadcast. This indicated that most of the electronic media that are not often available are not often used by the teachers for effective teaching in schools. The table 2 also revealed that 7 out of 18 electronic media that are not available are the ones not used by the teachers. This indicated that the electronic media were not available in the schools.

Research Hypothesis: There is no significant different in the use of electronic media by experienced and less experienced teachers in Ilorin metropolis.

Table 3: Differences in the use of electronic media by experienced and less experienced teachers

| Qualification | N | X | SD | df | T | Sig | Remarks |
|---------------|-----|-------|-------|------|--------|-------|----------|
| Experience | 121 | 50.36 | 5.02 | | | | |
| | | | | 252 | -1.438 | 0.115 | Accepted |
| Female | 106 | | 50.72 | 4.30 | | | |

Significant @ 0.05

The result obtained in respect of this hypothesis is presented on table 3. From the data shown on table 3, the *t*-test value of $t(252) = -1.438$, $P > 0.05$ indicated no significant difference. This indicates that no significant difference exists between experienced and less experienced teachers used of electronic media for teaching. Therefore, the hypothesis which stated that there is no significant difference in the use of electronic media by experienced and less experienced teachers in Ilorin metropolis is accepted. This implies that no differences existed among teachers in the use of electronic media based on experience.

Summary of Findings

The findings of this study are therefore summarized as follows:

1. Based on the findings of the study, 4 out of the 18 electronic media were not available in schools. The available 14 electronic media rated 50% and above.

Secondary School Teachers' Teaching Experience and the Utilization of Electronic.....

2. The study also revealed that 11 out of the required 18 electronic media established for effective teaching in schools are in use.
3. There was no significant difference in the utilization of electronic media by experienced and less-experienced teachers with the t -test value of $t(252) = -1.438, P > 0.05$.

Discussion of Findings

It was discovered that, electronic media were available in almost all the secondary schools used for this study, since availability precede usability. This assertion corroborate the study of Olonikawu, (2016) which observed that, without the provision and available needed electronic media, the teacher and learners cannot make use of them. Also, it was discovered from the study that both the teachers and learners make use of the available electronic media for teaching and learning. This is in support of Onasanya, (2016), which affirm that, there is urgent need for the utilization of electronic media to enhance the achievement of all the domains of learning with maximum ease.

The study further discovered that, teaching experience has no impact on the utilization of electronic media in secondary schools in Ilorin Metropolis. This is no in tandem with Akubuilu, (2014) which stated that, years of teaching experience play a significant role in teachers' productivity. In all, availability and utilization of electronic media play a significant role in the teaching and learning process. School authorities are strongly advice to make available necessary electronic media in their schools to make teaching and learning more meaningful and productive. The teacher and learners are also encouraged to always use the available electronic media appropriately to enhance effectiveness in the school system.

Conclusion

The conclusion drawn from the result obtained from this study is that electronic media are available for teachers to use for teaching. Another major conclusion from this study is that teachers teaching experience revealed that no significant difference was found in the utilization of electronic media by experienced and less experienced teachers.

Recommendations

Based on the finding of this study the following recommendations are put forward:

1. Since electronic media is an essential facility in the teaching and learning process, policy makers should engage not only training teachers but also retraining and constantly updating their skills to enable them to keep pace with using electronic media during teaching and learning.
2. Adequate funds should be made available for the provisions of electronic media in schools.

References

- Abimbola, I. O.(2004). A Brief History of Teaching. In I.O. Abimbola and A.O. Abolade (Ed) *Fundamental Principles and Practice of Instruction*. Department of Art and Social Science Education, and Science Education, University of Ilorin.
- Aguokogbuo, C. M. (2008). Curriculum Development and Implementation for Africa, Nsukka: Mike Social Press.
- Akubuilu, D. U. (2014). Teachers Demographic factors as predictors of Improvisation and Utilization of Instructional materials. *Journal of Curriculum and Media Technology*, University of Nigeria, Nsukka 71(1) 57-62.
- Alexander, H. (2015). How Mobile Technology can enhance Students Learning and Workforce Training. McGraw-Hill Research Foundation.
- Chen, C., & Chill C, (2015). Why do Teacher not practice what they believe regarding technology integration? *Journal of Educational Research*, 102(1), 65-75.
- Federal Republic of Nigeria (2014). National Policy on Information Technologies (ICT) in Education Lagos: Retrieved Edition NERDC Press.
- Hepburn, U. (2012). ‘Impacts of Courseware and Student Characteristics on learning achievement: Results of an empirical Study’. *Journal of Computer Assisted Learning* 7(1), 18-33
- Olonikawu, A. S. (2016). Lecturers’ Self-Efficacy towards Utilization of Information and Communication Technology in Colleges of Education in North-Central, Nigeria. School of Post-Graduate Studies, University of Ilorin, Ilorin, Nigeria. Unpublished doctoral dissertation.
- Omoyajowo, B. S. (2014). *Unpublished Master’s thesis*: Influence of Secondary School Teachers’ Variables on the use of selected electronic media for teaching in Ilorin metropolis. Department of Educational Technology, University of Ilorin.

Secondary School Teachers' Teaching Experience and the Utilization of Electronic.....

- Onanuga, P. A. (2016). Educational Qualification and years of experience as correlates of teachers' knowledge of problem-based learning. *International Journal of Education Research*, University of Nigeria Nsukka, 1(1), 101-108.
- Onasanya, S. A.(2013). Online social networking and the academic achievement of university students: The experience of selected Nigerian universities. *Journal of Information and Knowledge Management*. Official publication of International Institute of Science, Technology and Education (IISTE), Hong Kong, 3(5) 109-116. Retrieved from <http://www.iiste.org/Journals/index.php/article/view/5611/5723>.
- Tolorunleke, R. T. (2014). Understanding educational technology. Imodoye printers, Ankpa. 10-12
- UNESCO, (2013). UNESCO Policy Guideline for Mobile Learning. United Nations Educational, Scientific, and Cultural Organization. Retrieved from <http://unesdoc.unesco.org/images/0021/002196/219641.pdf>