



**EXTENT OF AVAILABILITY AND ACCESSIBILITY OF
INSTRUCTIONAL MEDIA FOR TEACHING AND LEARNING
GOVERNMENT IN SENIOR SECONDARY SCHOOLS IN ENUGU
EDUCATION ZONE, ENUGU STATE, NIGERIA**

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Authors Contribution

The authors collectively carried out the research

Abstract

The main purpose of the study was to determine the extent of the availability and accessibility of instructional media for the teaching and learning of Government in senior secondary schools in Enugu Education Zone of Enugu State, Nigeria. The study adopted a quantitative research paradigm, specifically, the descriptive survey design. The sample of the study comprised of 345 senior secondary school II (SS II) students of Government and 15 teachers of Government from 10 public senior secondary schools in the Zone. Two research questions and Two null hypotheses guided the study. Checklist and structured questionnaire captioned “Availability of Instructional Media checklist” (AIMC) and “Accessibility of Instructional Media Questionnaire” (AIMQ) were used to collect data for the study. Arithmetic mean and standard deviation were used to answer the research questions. Independent sample t-test was used to test the hypotheses at 0.05 significance level. The result of the study showed that: Instructional media required for effective teaching and learning of Government in senior secondary schools in Enugu education zone are inadequate. However, the available instructional media were accessible to teachers and students during teaching and learning of Government. The educational implication of the findings is that poor performance of students in Government will continue to be on the increase unless there is adequate instructional media for the implementation of the curriculum. The study therefore recommends among other things that teachers of Government should always improvise if there are no available instructional media for effective teaching and learning process and for enhance students’ performance in the subject.

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INTRODUCTION

Government as an academic field of study is a vast subject, which encompasses political institutions and political theories. It is a social science subject that is taught in senior secondary school level in most Nigerian secondary schools today. It attracts the great patronage of art-oriented students, who opt to study courses like Political Science, International Relations, Law, Public Administration etcetera, in institutions of higher learning. Government is a prerequisite to gain admission into institutions of higher learning for these courses. Therefore, students are expected to have a credit pass in the subject in their ordinary level examination such as the senior school certificate examination (SSCE). Government as a school subject is expected to help students understand the concepts of government and show their understanding of its principles, institutions and processes. It offers the students the constructive minds to analyse the constitutional developments and processes of colonial and post independent government period.

The main reason of teaching and learning Government as a subject in secondary schools is to provide rigorous intellectual training. This prepares students for higher education in courses which aids logic in thinking, critical thinking and rationalization, (Ogijawa & Udoh, 2015). The chief examiner of West

African Examination Council (WAEC) of 2014, 2015, 2016, 2017, and 2018 reports that despite the relevance of Government, there is still reoccurrence of poor performances of students at the end of SSCE. The reports link students' poor performance to their inability to clearly explain most of the concepts required from them to explain through clear illustrations. For effective teaching and learning to be achieved, the teachers must employ many techniques and varied instructional media in such a way that the new ideas to be learnt are well communicated.

Instructional media enables a teacher to drive home his or her message or information to the students. This enhances easy understanding, good retention and good results. This cannot take place without the availability of instructional media (Afework & Asfan, 2014). Wildan (2013) stated that instructional media are all the material and tangible means a teacher might use to put into effect and facilitate students' achievement of instructional objectives. Omeng and Priscah (2016) also stated that instructional media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.

In examining the use of instructional media as indispensable tools in teaching and learning, the problems that keep occurring are non-availability and inaccessibility of instructional

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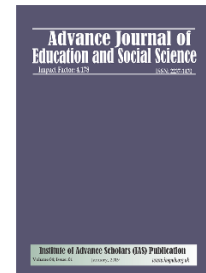
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media. Wetende (2015) asserted that many secondary schools in Nairobi and Embu in Kenya had inadequate instructional media. According to Nwosu, Chukwudi and Ethud (2017) non-availability and poor accessibility of instructional media are due to teacher's approach towards its use in Nigerian Education system particularly in the secondary school learning setting. The level of success of teaching and learning greatly depends on the degree of availability of up-to-date instructional media as they form the hub around which teaching-learning process revolve. Availability of instructional media enhances students' learning by allowing them to be involved in demonstrations and practice which would continue to build their skills (Oyinloye & Oluwalola, 2014). The instructional media that are available should be accessible to students and teachers for effective teaching and learning.

Accessibility deals with how easy it is for teachers and students to use the available instructional media for teaching and learning purpose. All persons who seek knowledge irrespective of differences in language, culture, gender and location desire to have access to it. However, it has been noticed that in Nigeria system of education, little or no attention is paid to the accessibility of instructional media. Sometimes, when they are available, they are not accessible. These noticeable problems were what the researchers addressed in this study.

An effective teaching and learning process depends on the accessibility of instructional media. It is the provision of accessible

instructional media in academic setting that is important for promotion of teaching and learning in education system. In their studies, Okobia (2011), Ugwuanyi (2013), Omuna, Onchera and Kimutai (2016), and Dhakal (2017) maintained that instructional media and resources available were grossly inadequate in teaching and learning. Owoeye and Olatunde (2011) asserted that availability of instructional media is a potent factor to quantitative education. Adakole, Eiriemiokhale and Nnaji (2016) stated that one of the major supports of successful implementation of effective teaching is the availability of instructional media. Ayelotan and Sholagbade (2014) emphasised that availability of appropriate instructional media would enhance students learning by allowing them to be involved in demonstrations and practices which would build and concretize their skills. Orheruola, Abubakar and Aminu (2014) asserted that without available instructional media student will not perform well. This implies that effective performance of students is also dependent on the availability of teaching and learning materials. Ambuko (2013) supported this view by opining that availability of instructional media is an important aspect in teaching and learning.

The need for availability and accessibility of instructional media in enhancing students' academic performance in Government cannot be overemphasised. Availability and accessibility of instructional media have the potentials to accelerate, motivate, and improve the teaching and learning processes (Aina,

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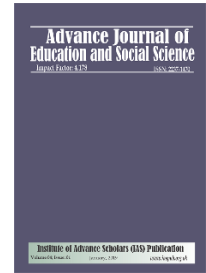
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2013). To buttress this point, Onche (2014), McGowan (2018), Njuguna (2018), and Njeze (2018) maintained that adequate instructional media should be used in teaching and learning. It is the goal of the educational planners to design educational materials that ensure that materials and media are accessible to the widest range of individual at all time. When instructional media are adequately available and accessible, students can independently learn and academic performance enhanced. Accessible media can be used as an innovation tool, not only to engage students in interesting ways but also to change the approach to lesson planning and create a more inclusive learning environment. It is against this backdrop that this present study determined the extent of availability and accessibility of instructional media for teaching and learning of Government in senior secondary schools in Enugu Education Zone of Enugu State, Nigeria.

Statement of the Problem

Instructional media have been known to provide a lot of advantages in the teaching and learning process. Regardless of the advantages of instructional media in the teaching and learning of Government, it is observed that students complain of being taught in abstract. Almost every year, West Africa Examination Council (WAEC) and National Examination Council (NECO) chief examiners' reports link students' poor performance in Government to their inability to clearly explain through illustrations, most of the concepts in the curriculum. These students' inability to respond to such vital questions may be traced

to teachers' mode of teaching especially as it relates availability and accessibility of instructional media. The situation is worrisome that stakeholders keep wondering why this level of education has persistently failed to meet the yearnings and aspirations of the society. It is on these premises that the present study determined the extent of availability and accessibility of instructional media for teaching and learning of Government in senior secondary schools in Enugu Education Zone of Enugu State, Nigeria.

Purpose of the Study

The purpose of this study was to determine the extent of availability and accessibility of instructional media for teaching and learning of Government in senior secondary schools in Enugu Education zone of Enugu State, Nigeria. The following specific objectives guided the study:

1. To identify the available instructional media for teaching and learning of Government.
2. To find out the extent of accessibility of the available instructional media in teaching and learning of Government.

Research Questions

The following research questions guided the study:

1. What are the available instructional media for teaching and learning Government?
2. What is the extent of accessibility of the available instructional media in teaching and learning of Government?

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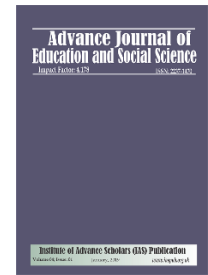
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Hypotheses

The following null hypotheses strengthened the findings of the study. They were tested at 0.05 levels of significance.

Ho₁: There is no significant difference in the mean responses of teachers and students on the availability of instructional media for teaching and learning of Government in secondary schools.

Ho₂: There is no significant difference in the mean responses of teachers and students on the accessibility of instructional media for teaching and learning of Government in secondary schools.

Significance of the Study

The study has theoretical and practical significance. Theoretically, this study will expose readers to the cognitive theory of multimedia learning process. This is because when the readers are exposed to the tenets of the application of multimedia in teaching and learning process, they will deviate from using traditional materials and embrace multimedia like, slides, projectors, videos, smart phones, WhatsApp, prints, animations, and computer aided instructions.

Practically, the findings of this study when published will be beneficial to mostly teachers, and students. Teachers will appreciate the need for effective use of instructional media in teaching and learning process of government as a school subject. This will enable them arouse and sustain students' interest during teaching and learning process. Students would see the need to concentrate on their studies. It would enhance students' attitudes towards the use of instructional media which will make

learning process more attractive. It would also encourage students' love for learning and quest for more academic discoveries.

Scope and Delimitations of the Study

This study had content, level/population and geographical scope. The content scope focused on the availability, and accessibility instructional media in senior secondary school students in Enugu Education zone. The level/population scope were teachers and students of senior secondary schools in Enugu Education zones that teach and offer Government respectively. Geographically, the study delimited itself to all government owned /public senior secondary schools in Enugu Education zone of Enugu State, Nigeria.

THEORETICAL FRAMEWORK

The study was anchored on the **Cognitive Theory of Multimedia Learning** propounded by Richard Mayer in 1973. Richard Mayer, an American educational psychologist and a professor of psychology, dwelt more on problem solving and multimedia learning in his academic works. Mayer developed the cognitive theory of multimedia to explains how multimedia learning could be applied in learning process and how best it could be used. Mayer (1973), states that people learn more deeply from words and pictures than from words alone. This does not really imply that adding words to pictures is effective way to achieve multimedia learning, rather it has to do with instructional media and how the human mind functions and this is the foundation of Mayer's cognitive theory of multimedia learning.

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The theory has two channels of how they function, the information that the brain takes in are processed in multiple channels according to how the information is presented. The first channel is for visual, while the second channel represents audio. When a learner is presented with visual information like pictures, videos, charts, or printed words, they are processed in the visual channel. Then information acquired through learning like spoken words in a narration and other non-verbal communication are processed separately in the brain. As a learner is learning, the new information first strikes in the sensory memory the image after a while is captured and likewise spoken words. At that moment, the learner will start to work with the information in order to process it and learn. The learner is able to work with more information because the varying presentations of material are processed differently. As a result of these, the learner can choose the relevant images and words to remember and work with. The learner integrates the visual model and auditory model together with their poor knowledge and experiences once all the material has been combined in a functional way, the new knowledge can move into long-term memory.

Having understood how the brain processes information, it is now obvious why multimedia should be incorporated in learning. Mayer explained this by reminding that multimedia learning simply incorporates words and pictures for example in a textbook in form of pictures, charts or video. Cognitive theory of multimedia learning has many

advantages of adopting it to this study; it eliminates extraneous material, since the information taken into the brain is processed, it is an advantage to eliminate the ones that are not useful or meaningful to the learner at that particular point in time. It also separates the visual information from audio information so that there will be no mix up of information. Furthermore, it manages essential processing by breaking the presentation into parts, knowing when to use spoken words and visual material respectively. It promotes generative process in terms of missing words in conversational style, using human voice for spoken words. It also provides ideas and feedback as learner solves the problems, encourages active participation and engages the learner in the discovery of knowledge. The justification for adopting Cognitive Theory of Multimedia Learning in this study is because there are a lot of advantages of using instructional media which are shared with this theory. One of the advantages of using instructional media is that it helps the teachers and the students to give a rightful interpretation of a new idea. Since instructional media helps the teachers and students not to study in abstract, the information will first be processed in the brain and bring out the right information which in turn enhances learning. Another advantage is that instructional media encourage active participation of the students. Again, the theory encourages the idea of improvisation. For instance, the brain functions in a way that helps the learners acquire skills that will help them improvise where the instructional media

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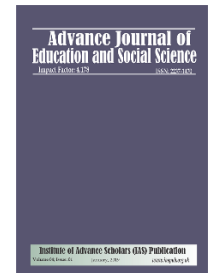
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is not available. Also, in selection of instructional media that will help to achieve educational objectives, the elimination of unwanted ideas from the brain will help the curriculum planners eliminate instructional media that will not be meaningful to achieve objective and seek out for best selection.

METHODOLOGY

The study employed a quantitative research paradigm. It specifically adopted descriptive survey design. The study was carried out in public secondary schools in Enugu Education Zone of Enugu State, Nigeria. Enugu Education Zone comprised three Local Government Areas namely: Enugu North, Enugu East and Isi-Uzo. It has 31 public secondary schools. The population of the study was 4158 senior secondary school students two (SSII) and 83 teachers of Government in Enugu Education Zone of Enugu State. The students' population comprised 1586 male students and 2572 female students. The sample size for the study comprised 332 students and 15 teachers of Government in public senior secondary schools in Enugu Education Zone. The researchers used 30% of the whole population (Dessel, 2013) to determine the sample size of the schools used for the study. The study adopted simple random sampling technique (balloting) in drawing of sampled schools. The researchers developed checklist captioned "Availability of instructional Media checklist" (AIMC) to check the availability of

instructional media in schools. They also developed a structured questionnaire entitled the "Accessibility of Instructional Media Questionnaire" (AIMQ), to elicit information from the teachers and the students for the study. Three specialists validated the instruments, one in Measurement and Evaluation and others from Arts and Social Sciences Education and Curriculum studies from Godfrey Okoye University Enugu. The reliability coefficient of the instruments was ascertained using Cronbach Alpha. The instruments showed a reliability coefficient /internal consistency of 0.84, which signified that the instruments were positive and highly reliable. In analysing the research questions, that is, the descriptive statistics, a measure of central tendency and a measure of dispersion; mean and standard deviation were used. For the hypotheses, T-Test was used to get the inferential statistics at 0.05 level of significance. The decision for the inferential statistics was: 'Accept' if $P < 0.05$ and 'fail to accept' if P is > 0.05 .

FINDINGS

The findings of the study were presented according to the research questions. The corresponding hypotheses were also factored in. Tables 1 to 4 display the findings of the study.

Research Question One: What are the available instructional media for the teaching and learning of Government?

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Table1

Available Instructional Media

S/N	Items	\bar{X}	SD	N	DEC
1	Recommended Government textbooks	3.83	2.51	10	A
2	School Library	2.62	1.80	10	A
3	Desk and chairs	4.00	3.63	10	A
4	Whiteboards	1.59	1.04	10	N/A
5	Marker	1.65	0.70	10	N/A
6	Pictures	2.53	2.01	10	A
7	Projectors	1.00	1.00	10	N/A
8	Radio	3.83	2.51	10	A
9	Video Compact Discs	1.00	1.00	10	N/A
10	Computers with internet connection	1.00	1.00	10	N/A
11	Moulded objects; example, Nigeria coat of arm, portraits	2.59	1.84	10	A
12	Television Set	2.03	1.70	10	N/A
13	PowerPoint facilities	1.00	1.00	10	N/A
14	Smart phone	1.87	0.92	10	N/A
15	Audio Recorder	1.22	1.03	10	N/A
GRAND MEAN		2.12	1.58	10	N/A

Key: \bar{X} = Mean, SD = Standard Deviation, N= Number, DEC= Decision, A = Available, N/A = Not Available

From the Table 1, most of the items have mean scores below 2.50 except items 1, 2, 3, 6, 8 and 11. The grand mean score for items in this cluster is 2.12 with associated standard

deviation score of 1.58. This indicated that instructional media for the teaching and learning of government are not adequately available in schools.

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Research Question Two: What is the extent of accessibility of the available instructional media in teaching and learning of Government?

Table 2
Extent of Accessibility of Instructional Media

S/N	ITEMS	X	SD	N	DEC
1	Teachers have access to school library	3.80	3.04	345	HE
2	Whiteboards are usually accessible to teachers in teaching and learning of Government	1.86	1.18	345	LE
3	Teachers have access to improvisation of instructional media resources	3.87	2.57	345	HE
4	Teachers have access to Government teachers' guide	3.74	3.40	345	HE
5	Teachers have access to recommended Government textbooks	3.82	3.10	345	HE
6	Teachers have access to Projectors in teaching and learning of Government	1.00	1.00	345	LE
7	Teachers have access to moulded objects such as coat of arms, flag, and portraits of the past presidents of the country in teaching and learning of Government	3.53	2.28	345	HE
8	Teachers have access to video compact discs in teaching and learning of Government	1.38	1.36	345	LE
9	Teachers have access to computer and internet in teaching and learning of Government	1.00	1.00	345	LE
GRAND MEAN		2.67	2.10	345	HE

Key: HE = High Extent & LE = Low Extent

From the Table 2, some of the items have mean scores above 2.50 except items 2, 6, 8 and 9. The grand mean score for items in this cluster is 2.67 with associated standard deviation score of 2.10. This indicated that available instructional media for the teaching and learning of government are accessible to a high extent in schools.

Hypotheses Testing

Ho₁: There is no significant difference in the mean responses of teachers and students on the availability of instructional media for teaching and learning of Government in secondary schools.

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Table 3

Items	N	Mean	SD	T	Df	Sig.	Dec.
Instructional Media	10	2.12	1.58	1.666	318	0.133	NS

T-test on the Availability of

Instructional Media

Table 3 displays the findings on hypothesis 1. The result showed F-calculated of 1.666 for the availability of instructional media for teaching and learning of Government in senior secondary schools. The F-calculated of 1.666 has an associated probability score of 0.133 which is greater than 0.05. We therefore fail to accept the null hypothesis of no significant difference in the availability of instructional media for teaching and learning of Government. This means that there is

significant difference in availability of instructional media for teaching of Government in senior secondary schools as measured by the checklist mean rating.

Ho₂: There is no significant difference in the mean responses of teachers and students on the accessibility of instructional media for teaching and learning of Government in secondary schools.

Table 4

Group	N	Mean	SD	t	Df	Sig.	Dec.
Teachers	15	2.69	2.07	-13.2	83	0.000	S
Students	330	2.65	2.13				

T-test on the Accessibility of Instructional Media

Table 4 displays the findings of hypothesis 2. The result showed F-calculated of -13.2 for the accessibility of instructional media for teaching and learning of Government in senior secondary schools. The F-calculated of -13.2 has an associated probability score of 0.000, which is less than 0.05. Hence, we fail to accept the null hypothesis of no significant difference in the accessibility of instructional media. This means that students' academic

performance in Government in senior secondary schools significantly depend on the accessibility of instructional media.

DISCUSSION OF THE FINDINGS

The findings of the study on the available instructional media as measured with checklist indicated that instructional media for the teaching and learning of Government are not adequately available in schools. This finding was in agreement with Wetende

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(2015) who stated that many secondary schools in Nairobi and Embu in Kenya had inadequate instructional media. It is also in line with the study of Nwosu, Chukwudi and Ethud (2017) whose study indicated that non-availability and poor utilization of instructional media are due to teachers' approach towards its use in Nigerian Education system particularly in the secondary school setting.

The result on the mean responses of teachers and students on their accessibility of instructional media for teaching and learning of Government in senior secondary schools in Enugu education zone indicated that available instructional media for the teaching and learning of Government are accessible in schools. This finding was in line with Mirvan (2013) who opined that access to instructional media enhances academic performance. Hence, it increases the level of motivation in both students and teachers.

Drawing from the findings of the present study and their relationship with the contributions of other scholars, it is worthy to mention that instructional media are key to academic performance of students in Government. Their availability and accessibility in schools for effective teaching and learning cannot be overemphasised. Therefore, Mayer's (1973) Cognitive Theory of Multimedia Learning gave a good foundation to the present study. In reality, instructional media help the teachers and students not to study in abstract. They also encourage active participation of the students. Again, when these instructional media are not available,

teachers need to improvise in order to make lasting impression of teaching and learning on the students.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the researchers draw the following conclusions: Instructional media required for effective teaching and learning of Government in senior secondary schools in Enugu education zone are inadequately available. Available instructional media are accessible to teachers and students during teaching and learning of Government in Enugu Education Zone. Drawing from the findings therefore, the researchers make the following recommendations:

1. School administration should make instructional media available and accessible for teachers for effective teaching and learning process in Government.
2. Teachers should take it as a duty to teach always using instructional media. When not available, they should improvise in order to help students learn better and come out with good grades.
3. Students should make best use of the instructional media presented to them for enhanced academic performance in Government. They should concentrate and participate actively in class.

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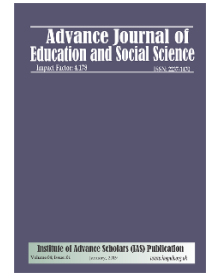
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