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Gender and Educational Qualification as Determinants of Teachers Attitude towards the use of Instructional Television as a Tool in Ekeremor, Bayelsa State, Nigeria

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Abstract

The study adopts a survey approach to find out teachers general attitude toward the use of Instructional Television (ITV) based on gender and educational qualification. A five point likert scale questionnaire was the statistical tool used to get responses. The population comprised the eleven (11) schools in the local government area (LGA). The Mann Whitney U test and spearman rank order correlation coefficient were used in the analysis because the data was based on ordinal intervals. On whether there will be agreement among secondary school teacher with different educational qualification towards the use of instructional television the calculated $2(4.25)$ is greater than the critical $2(1.96)$ the null hypothesis was rejected and the alternate hypothesis accepted that there will be agreement among secondary school teachers with different educational qualification towards the use of instructional Television (ITV) in Ekeremor LGA of Bayelsa State. On gender difference on teachers' attitude the small U (34.5) is higher than the critical $u(23)$ so the null hypothesis was accepted which implies that both male and female teachers have a positive attitude towards the use of ITV in Ekeremor Local Government Area of Bayelsa Stater. Some recommendations made were the need for teachers to update their professional skills and that well tailored lessons should be design by professionals to be at par with global best practices in the instructional process.

Key words: Nigeria, Bayelsa State, Gender and Educational Qualification, Teachers Attitude, Instructional Television, Ekeremor Local Government Area

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Gender and Educational Qualification as Determinants of Teachers Attitude towards the use of Instructional Television as a Tool in Ekeremor, Bayelsa State

By Nemine, Ebi-bulami Bridget and Awotua-Efebo Ebi Bio

Introduction

The increasing demand on education has made modern technology devise innovations to make the teaching and learning process more effective. This requires adequate planning in the educational set up. No method in any society has yet been invented to replace planning and projection in a carefully programmed procedure. Indeed so central is planning now that it has become an important science for study requiring a deft art door to its execution and application. This planning of suitable instructional strategies has led to a tilt toward ICT in education generally especially in the instructional processes. The ICT Devices according Nwaubani, Okeke, Nwabani and Okonkwo (2017), include computers, photocopying machines, data projectors, interactive white boards, word processing, internet, digital camera, television CD/DVD players, radios and tape recorders and many more

The Federal Ministry of Education, Nigeria (2010) defines ICT as encompassing all equipment and tools (inclusive of traditional technologies of radio, video, and television to the newer technologies of computers, hardware, firmware etc), as well as the methods, practices, processes, procedures, concepts and principles that come into play in the conduct of the information and communication. And nowhere else in the modern world is the need for planning and guidance for a society more urgent than in Nigeria and other developing countries because of their peculiar local developments. The television engages both aural and visual attention of a person and so can be of great importance to educational development if properly utilized. The televisions' capacity to pass knowledge in an effortless way is one of its high points (Ajileye, 2017).

The success or failure of any educational system lies almost completely on the foundation of such system. The teacher can be said to be the bedrock for the success of any innovation in the educational system as they will be directly involved in its implementation and so their predisposition and attitude greatly has an effects. It has been observed that one of the teacher's key problems is how to make the instructional process to excite and captivate the learner's attention to achieve desired goal (or behaviour) in him, thus understanding the art of communication is a very essential aspect in the instructional process and in learning. Communication is made possible through our sensory receptors because our senses bring us everything we know about the world (Abifarin, 2015). The major senses are sight, hearing, smell, taste and touch. Through research it is an accepted fact that we learn:

One percent (1%) through taste, 1.5% through touch, 3.5% through smell, 11% through hearing and 8.3% through sight (Romiszowski, 1987)

From the above data one can see that we learn most from the senses of hearing and seeing. To buttress this point Raj (1979) cited in Umon, 1991 stated that it is an established fact and also through research that we remember:

Ten percent (10%) of what we read; 20% of what we hear; 30% of what we see; 50% of what we see and hear; 80% of what we say and 90% of what we say as we do a thing.

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The above data also clearly shows that seeing and hearing also facilitates retention of what is learnt. Thus the combination of visual audio and hearing in the instructional process cannot be overemphasized, as it has a great impact to make. Still on the importance of sight and hearing combination, Gagne (1977) cited in Nemine, (2000) stated that the conception of pictures (or actual objects, when appropriate) in combination with oral instruction as generators of encoding schemes by way of specific retrievable images implies that pictures ordinarily have limited effectiveness for encoding. Its effects are greatly enhanced when pictures enable the learner to use concrete images as encoding device and a source for the retrieval of what has been learnt.

Instructional Television (ITV) as an ICT tool

Information and communication technology (ICT) is an extended term for information technology (IT) which stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, transmit and manipulate information (Isiozor, Amaechi and Arium, 2018). They opined that this can contribute to universal access to education equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, government and administration.

Purpose of the Study

This work can act as an eye in the relatively young Bayelsa State on the potential of the television to the advancement of education especially in the interior (Ekeremor LGA) where there are very limited teachers and facilities because of the overcrowded classroom caused by the perennial problems of annual flood and erosion. And also the geographical terrain of Ekeremor which in the Niger Delta region makes it generally difficult to access, though presently the state government is constructing bridges and motorable roads to link up the area. The use of instructional television (ITV) as an ICT tool will give learners in these areas access and be part of well-tailored lessons in line with global best practices (Hennich Molenda, Russel, 1982). Also countries are individually unique and what happens to their innovations is often a function of their culture. Culture plays an important role in the way a people or countries views an innovation ie if it does not fall in line with their cultural beliefs and practice, it will not be accepted. This study will enable one to know the general disposition of teachers on gender and educational qualification ITV as their attitude will go a long way to determine its successful implementation or not.

Empirical Evidence

The findings of researches carried out on 'media comparison' studies debunk the assumptions and idea that audio visuals are always preferable to verbal ones and that the quest to develop the best medium or an ideal delivery system for all purposes is still on. Below is a table of survey of respondent on training in industry media/method preferences in Business and industry.

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Table 1

| S/n | Format | Currently in use | Not currently used |
|-----|-------------------------------|------------------|--------------------|
| 1. | Lectures | 89.4% | 3.2% |
| 2. | Overhead transparencies | 83.7% | 3.7% |
| 3. | Video playing | 78.3% | 6.7% |
| 4. | Role playing | 77.0% | 6.8% |
| 5. | Slides | 74.7% | 3.9% |
| 6. | Case studies | 71.3% | 5.4% |
| 7. | 16mm films | 70.6% | 3.5% |
| 8. | One-to-one instructions | 68.3% | 4.1% |
| 9. | Audio cassettes | 61.4% | 3.2% |
| 10. | Self – tests | 56.8% | 5.4% |
| 11. | Games and stimulations | 54.2% | 5.6% |
| 12. | Programmed instruction | 39.5% | 7.4% |
| 13. | Sound filmstrips | 39.5% | 7.4% |
| 14. | Computer assisted instruction | 19.11% | 12.2% |
| 15. | Interactive video | 9.1% | 12.2% |
| 16. | Video disc | 4.6% | 2.0% |

Source – (survey report media preferences in training by Henich et al, 1982)

Table 1, above shows preference in methods used in training business and industry workers. It tells the story that the sophisticated are not more in demand ie the computer assisted instructions are not held superior or preferred to the less sophisticated.

Use of different information technologies has become inevitable especially for students in higher institution of learning (Isiozor, et al, 2018).

Dovavan (1977) cited in Nemine, (2000) opined that the main philosophy behind the introduction of computer instruction is to set a balance between the theoretical and the near practice experience. He explained that even though the laws of physics fully describe the process of riding a bicycle, almost no one learns to ride a bicycle by merely reading a book and that the computer bridges the gap between instruction of style, techniques and algorithms and a variety of actual projected activities to develop basic programming skills and experience.

As earlier been said about the computer, then the television is equally useful as it can be described as a bridge between the figurative expression and the real object or idea. As a medium for human resource development, television can be a catalyst for students to start learning and to do things for themselves. The audiovisual components of this medium motivates and stimulates the thinking's ability of students by helping them visualize ideas that otherwise would be difficult to imagine (Reddi, 1987).

Instructional Television (ITV) is a veritable tool for educational broadcasting. Ajileye (2017) described instructional television as any instructional materials which emanates from a teacher situated in a remote location (live or recorded) in a studio. The recording is fed to a transmitter which in turn sends the information (through the air wave) to the receiver at another location. Through that, the instruction gets to the learner for whom the broadcast is intended.

Ajileye (2017) further explained that the radio and the television are referred to as the traditional media which the teacher uses to interact and interface.

Abimbade (2016) in Ajileye (2017) enumerate the objectives of educational broadcasting and they are as follows: To strengthen the nations education enterprise by reducing

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inbalances and improving educational opportunities in rural schools handicapped by lack of qualified staff and equipment; To improve the quality of learning (education) through the use of sound teaching methods and supplementary audio – visual materials; To assist in teaching subjects where trained school subject teachers are in short supply; To improve attendance rates at all levels by motivating pupils by means of interesting programmes materials, audio-visual techniques and increased personal attention in large classes; To assist in curriculum reforms through speedy and effective delivery; To promote civic consciousness and national unity through civic programmes at both primary and secondary levels through the introduction and use of indigenous or national language; To disseminate information of interest, to promote and keep teachers up to date on curricular innovations and practices and To assist in teacher training programmes, both pre-service and in-service through employment of new media technique.

Research Hypothesis

1. There is a significant agreement in attitude among school teachers towards the use of instructional television (ITV) as an ICT tool in Ekeremor Local Government Area of Bayelsa State.
2. The attitude of school teachers towards the use of instructional television as an ICT tool in Ekeremor Local government Area will be affected as a result of difference in length of teaching experience.

Methodology

This is a survey research to find the attitude of teachers towards the use of the instructional television (ITV) as an ICT tool.

Population

The population for the study was made up of teachers drawn from the Eleven (11) schools in Ekeremor Local Government Area of Bayelsa State.

Sample/Sampling Technique

The subject for the study was taken from eleven (11) schools among the twenty-two (22) communities that make up Ekeremor Local Government Area. These schools were used because they are all in rural setting which an interest to the researcher. The simple random sampling techniques were used to select the sample size.

Instrumentation and Questionnaire Design

A questionnaire tagged teacher attitude towards the use of Instructional Television (ITV-OLT) was use to gather desired information. It was flexibly designed to elicit required information from the respondent. The questionnaire was divided in Two parts comprising section A (Demographic Data) and Section B contain in teen item (Ins).

Section A was designed to get some basic demographic information from the respondents. These information include name of school, teaching subject, qualification, years of teaching experience, Gender whether male or female.

The demographic questionnaire was also designed to compare and ascertain whether there are significant differences in attitude of teachers towards the utilization of the television as an offline technology, as regards difference in educational qualification either the Nigeria

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Certificate in Education NCE, Bachelor of Education (B.Ed) degree, Post Graduate Diploma in Education (PGDE), Master's Degree.

The study also uses the demographic data gathered from the questionnaire to find out if the differences in years of working experiences there sex and areas of teaching subjects (Arts or Science) have anything to do or make any differences in the attitude of teacher towards the use of the instructional television as an offline technology.

Section two of the instrument is made of a five point likert scale questionnaire. It was made up of fifteen (15) questions with five point alternative opinion for the respondents to choose from. It was designed to find out opinions on given statements as per the use of the ITV as offline technological instructional material.

Data Collection

The questionnaire was administered to one hundred and ten (110) randomly selected teachers in the eleven schools for the research work.

Validity and Reliability of the Instruments

Instruments were peer reviewed to ensure that items answered the research questions and measures what it is supposed to measure to ensure validly. A reliability index of 0.68 was obtained which guaranteed the reliability of the instrument for the study.

Method of Data Analysis

The items in the questionnaire were grouped in relation to the research questions. The data obtained in the process of the investigation were pooled together and analyzed according to the demands of the research questions. For each research question, the responses were collected, marked and reduced to simple percentages and table constructed for the purpose of analysis.

The Mann-Whitney U test and spearman rank order correlation coefficients were used in the analysis because the data is based on ordinal scale intervals.

Data Analysis Technique

In this work the statistical tools used in the analysis of the data collected are the Mann-Whitney U-test and the spearman rank order correlation coefficient. The Mann-Whitney U-test was used for the first hypothesis. This was adopted based on the questionnaire design and the fact that the questions of the testing of hypothesis were based on ordinal scale interval. The spearman rank-order correlation coefficient was used to test hypothesis two.

Formula for Mann-Whitney U – test

$$U = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1 \quad \text{or} \quad U = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

Where R_1 = The sum of ranks assigned to the sample with size n_1

The volumes for U can be obtained by using the above two formula

ii) Formula for spearman Rank – order correlation coefficient

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$$r_s = 1 - \frac{6 \sum d^2}{N^3 - N}$$

Where $\sum d^2$ = sum of squared difference in the ranking of the subject on the two variables

N = Number of subject being marked

Research Questions

Some research questions for the purpose of this research work are

- i. What is the significant difference in the attitude of secondary school teachers towards instructional television in Ekeremor Local Government Area of Bayelsa State.
- ii. Will there be a significant difference between the attitudes of secondary school teacher with different educational qualification towards instructional television in Ekeremor Local Government Area of Bayelsa State.
- iii. Will gender affect the attitude of secondary school teachers the use of instructional television (ITV) in Ekeremor Local Government Area of Bayelsa State.

Research Hypothesis

There will be agreement among school teachers with different educational qualifications towards the use of instructional television (ITV) in Ekeremor Local Government Area of Bayelsa State.

The attitude of school teachers towards instructional television in Ekeremor Local Government Area will be affected as a result of difference in gender.

Testing Hypothesis Three

H0: There will be no agreements among secondary school teachers with different educational qualifications towards the use of instructional television in Ekeremor Local Government Area of Bayelsa State

H1: There will be agreements among secondary school teachers with different educational qualification towards the use of instructional television in Ekeremor LGA of Bayelsa State.

In the questionnaire, questions sixteen and seventeen were instrumental to testing the hypothesis. 20 respondents gave answers to the questions and the responses were noted and tabulated below:

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Table 2:

| S/N | Teachers | Educational Qualification X | Rank RX | Number of Occasion in used | ITV | RY | D | D2 |
|-----|----------|-----------------------------|---------|----------------------------|-----|-------------|---|----|
| 1. | 1 | 10 | | 7 | | | | |
| 2. | 2 | 10 | | 3 | | | | |
| 3. | 3 | 50 | | 8 | | | | |
| 4. | 4 | 30 | | 1 | | | | |
| 5. | 5 | 30 | | 4 | | | | |
| 6. | 6 | 10 | | 10 | | | | |
| 7. | 7 | 40 | | 7 | | | | |
| 8. | 8 | 10 | | 3 | | | | |
| 9. | 9 | 40 | | 6 | | | | |
| 10. | 10 | 30 | | 2 | | | | |
| 11. | 11 | 40 | | 10 | | | | |
| 12. | 12 | 10 | | 12 | | | | |
| 13. | 13 | 10 | | 6 | | | | |
| 14. | 14 | 50 | | 3 | | | | |
| 15. | 15 | 20 | | 4 | | | | |
| 16. | 16 | 70 | | 2 | | | | |
| 17. | 17 | 10 | | 1 | | | | |
| 18. | 18 | 40 | | 2 | | | | |
| 19. | 19 | 40 | | 5 | | | | |
| 20. | 20 | 60 | | 6 | | | | |
| | | | | $\sum R1 =$ | | $\sum R2 =$ | | |

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Table 3:

| S/N | Teachers | Educational Qualification X | Rank RX | Number of Occasion in used | ITV | RY | D | D2 |
|-----|----------|-----------------------------|---------|----------------------------|-----|------|------|-------|
| 1. | 1 | 10 | 3.5 | 1 | | 1.5 | 2 | 4 |
| 2. | 2 | 10 | 3.5 | 1 | | 1.5 | 2 | 4 |
| 3. | 3 | 10 | 3.5 | 2 | | 4 | -0.5 | 0.25 |
| 4. | 4 | 10 | 3.5 | 2 | | 4 | -0.5 | 0.25 |
| 5. | 5 | 10 | 3.5 | 2 | | 4 | -0.5 | 0.25 |
| 6. | 6 | 10 | 3.5 | 3 | | 7 | -3.5 | 12.25 |
| 7. | 7 | 20 | 7 | 3 | | 7 | 0 | 0 |
| 8. | 8 | 30 | 9 | 3 | | 7 | 2 | 4 |
| 9. | 9 | 30 | 9 | 4 | | 9.5 | -0.5 | 0.25 |
| 10. | 10 | 30 | 9 | 4 | | 9.5 | -0.5 | 0.25 |
| 11. | 11 | 40 | 12.5 | 5 | | 11 | 1.5 | 0.25 |
| 12. | 12 | 40 | 12.5 | 6 | | 12.5 | 0 | 0 |
| 13. | 13 | 40 | 12.4 | 6 | | 12.5 | 0 | 0 |
| 14. | 14 | 40 | 12.5 | 7 | | 14.5 | -2 | 4 |
| 15. | 15 | 50 | 15.5 | 7 | | 14.5 | 1 | 1 |
| 16. | 16 | 80 | 15.5 | 8 | | 16 | -0.5 | 0.25 |
| 17. | 17 | 60 | 17.5 | 9 | | 17 | 0.5 | 0.25 |
| 18. | 18 | 60 | 17.5 | 10 | | 18.5 | -1 | 1 |
| 19. | 19 | 70 | 19.5 | 10 | | 18.5 | 1 | 1 |
| 20. | 20 | 70 | 19.5 | 12 | | 20 | -0.5 | 0.25 |
| | | | | Total | | | 0 | 35.5 |

$$d5 = 1 - \frac{6\sum d^2}{N^3 - N}$$

$$= 1 - \frac{6 \times 35.5}{20^3 - 20}$$

$$= 1 - \frac{213}{7980}$$

$$= 0.97$$

Decision Rule

If calculated Z is less than or equal to critical Z accepts null hypothesis other wise reject the null hypothesis. For two tailed test with x of 05, the critical z values are 1.96.

Since calculated z (4.25) is greater than the critical z (1.96) we therefore reject the null hypothesis and accept the alternate hypothesis that there will be agreement among secondary school teachers with different educational qualifications towards the use of instructional television as an offline technology in Ekeremor LGA of Bayelsa State.

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Testing Hypothesis Four

H0: The attitude of secondary school teachers toward instructional television in Ekeremor Local Government Area will be affected as a result of difference in gender.

H1: The attitude of secondary school teachers towards instructional television in Ekeremor Local Government Area will not be affected as a result of difference in gender.

In the questionnaire, questions Eighteen to twenty were instrumental in testing the hypothesis. 20 respondents gave answer, to the questions and the responses were noted and tabulated below

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Table 4:

| S/N | Teachers | Number of occasion in use | Sex | |
|-----|----------|---------------------------|---------------|---------------|
| | | | Males | Females |
| 1. | 2 | 7 | | |
| 2. | 2 | 3 | | |
| 3. | 2 | 8 | | |
| 4. | 3 | 1 | | |
| 5. | 4 | 4 | | |
| 6. | 4 | 10 | | |
| 7. | 5 | 7 | | |
| 8. | 5 | 3 | | |
| 9. | 6 | 6 | | |
| 10. | 6 | 2 | | |
| 11. | 7 | 10 | | |
| 12. | 8 | 12 | | |
| 13. | 9 | 6 | | |
| 14. | 19 | 3 | | |
| 15. | 11 | 4 | | |
| 16. | 13 | 2 | | |
| 17. | 15 | 1 | | |
| 18. | 15 | 2 | | |
| 19. | 18 | 5 | | |
| 20. | 20 | 9 | | |
| | | | $\Sigma R1 =$ | $\Sigma R2 =$ |

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Table 5:

| S/N | Teachers | Number of occasion in use | Gender | |
|-----|----------|---------------------------|------------------|-------------------|
| | | | Males | Females |
| 1. | 2 | 1 | 1.5 | |
| 2. | 2 | 1 | | 1.5 |
| 3. | 2 | 2 | 4 | |
| 4. | 3 | 2 | 4 | |
| 5. | 4 | 2 | | |
| 6. | 4 | 3 | 4 | 7 |
| 7. | 5 | 3 | | |
| 8. | 5 | 3 | | 7 |
| 9. | 6 | 4 | | 9.5 |
| 10. | 6 | 4 | 7 | 11 |
| 11. | 7 | 5 | | |
| 12. | 8 | 6 | | 14.5 |
| 13. | 9 | 6 | 9.5 | 14.5 |
| 14. | 10 | 7 | | |
| 15. | 11 | 7 | 12.5 | 17 |
| 16. | 13 | 8 | | |
| 17. | 15 | 9 | | 18.5 |
| 18. | 15 | 10 | 12.5 | 20 |
| 19. | 18 | 10 | 16 | |
| 20. | 20 | 12 | 18.5 | |
| | | | $\sum R1 = 89.5$ | $\sum R2 = 120.5$ |

Teacher attitude towards the use of instructional television, which are affected based on gender the sum of the rank, R1 is 89.5 and the sum of female in rank R2, is 20.5.

Therefore, the U statistic can now be computed thus, $U = n1 n2 + (n1 + 1) \frac{R1}{2}$

$$\text{or } U = \frac{n1 n2 + n2 (n2 + 1) - R2}{2}$$

Where R₁ = The sum of ranks assigned to the sample with size n₁

R₂ = the sum of ranks assigned to the sample with size n₂

The value for U can be obtained by using the above two formulas

$$\text{Formula } U = 10 (10) + 10 (10 + 1) - \frac{89.5}{2}$$

$$U = 10 (10) + 10 \times 5.5 - 89.5$$

$$U = 100 \times 5.5 - 89.5$$

$$U = 65.5$$

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$$2^{\text{nd}} \text{ Formula } U = \frac{10(10) + 10(10 + 1) - 120.5}{2}$$

$$U = 10(10) + 10 \times 5.5 - 120.5$$

$$U = 10 + 55 - 120.5$$

$$U = 34.5$$

In testing the null hypothesis we use 34.5 which is the lesser of the two computed values

Decision Rule

If the computed U value of 34.5 is equal to or less than the tabulated U value accept null hypothesis otherwise reject null hypothesis.

With significant level of .05, using a critical U value having $n_1 = 10$ and corresponding to $n_2 = 10$, U is 23.

Since the smaller U (34.5) is higher than the critical U(23), we therefore accept the null hypothesis that the attitude of secondary school teachers towards the use of ITV in Ekeremor LGA will not be affected as a result of a difference in gender.

Findings

The study is based on the assumption that an assessment of teacher attitude towards the use of the television as an offline technology for instruction would eventually provide great assistance in high lighting factors impeding its use so as to enable concerned bodies ie media technologist to develop a more suitable format for use.

Thus the discussion is based on the findings predicated on the hypothesis. It is worth noting that there is no significant difference in teachers attitude whether negative or positive towards the use of instructional television. It is evident from teachers' response that they are not neutral or passive towards the use of ITV. They have a favourable disposition towards its use. This means they have a positive attitude toward the use of instructional television from the items in the questionnaire; they identified the use of television as instructional and motivational, time saving and also stimulate discussion class etc. It also revealed that they preferred to use the video recorder as against other devices of ITV. This implies that they want ITV equipment that will suit formal school time i.e. presented within their school. Their responses also show that educational programmes broad casted from television stations were general, too fast in presentation and could not serve meaningful instructional purposes.

There is no significant difference between educational qualification and attitude of teachers towards the use of instructional television. The responses show that there is significant differences between the attitudes of teachers that Nigeria corticated in Education (NCE) grade certificate and those with Bachelor of Education (B.Ed) or above on the usage of ITV. It is therefore clear that the degree holders (B.Ed or equivalent) are more conversant with the use of the television for instructional purposes that their counter parts with lower level of education. They are also aware of the problems involved and what is needed to make the use of the different devices of the ITV more effective.

Therefore, this production defects such as poor quality of picture and sound, in adequate equipments, poor funding, good instructional design within comprehension of learners taking in cognizance the environment ie water terrain and educational background of recipients. Thus one can emphatically say that, if the materials are provided and considered by the government or any other agency teachers will not see ITV as a threat to their jobs but

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welcome and effectively use this timely offline innovation in the teaching and learning process.

The study also showed that there is no significant difference between male and female teachers attitude towards the use of the instructional television. This means sex and gender has nothing to do with attitude of teachers towards its use. But one cannot rule out gender discrimination as regarding the woman as a not too good and an only alternative when the man is not available.

Conclusion

Since teachers have a positive attitude towards the use of the instructional television (ITV), it shows that if there are adequate facilities and the quality of programming improved, the medium would be utilized more effectively. Good operative educational materials and equipments that will achieve that will achieve the aim and objectives of the use of ITV be sent to schools. In service courses, seminars and workshops, updating the skill and knowledge on the use and many advantage of the ITV and proper funding should be carried out by the government, Philanthropist, oil companies, well-meaning bodies, for example; Parents Teachers Association (PTA) stakeholders etc. Since attitude correlation with sex, length has no significant correlation with sex, length of teaching experience except educational qualification of teachers, these suggestions if carried out will go a long way in enhancing the use of ITV by teachers and also improve the teaching – learning process and education sector generally.

Recommendations

It was also recommended that; Television Stations should be made to broadcast well tutored and designed instructional lesson suitable to the learner's level of education and their environment, Teachers should be given pre-transmission information, so as to enable them prepare learners before broadcast Educational programmes should be aired in the afternoons so as to be useful during formal school time. Also, Speed of presentation and language use should be designed to suit learners' video cassettes and compact disc on different topics on different subject areas should be properly designed for school use. Each school should have resource centres with necessary gadgets where every classroom teacher can go and prepare video lesson etc for individual class use, that is CCTV (Closed circuit television within a school).

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