

INFLUENCE OF SOCIAL STUDIES TEACHERS QUALIFICATION AND EXPERIENCE ON THEIR PREFERENCE FOR INTERACTIVE RADIO AND TELEVISION INSTRUCTIONAL PROGRAMME FOR DISTANCE LEARNING.

¹Michael Segun Abifarin & James Adekunle Adedokun ²

¹Department of Science and Technology
University of Jos, Jos, Nigeria

²Federal College of Education (Technical) Akoka, Yaba, Lagos

Email: oluwasegunabifarin@yahoo.com

Mobile: 08038382700

Abstract

Diverse methods of teaching and learning abound. The advent of ICT has further widened and liberalized the teaching and learning techniques. However, the preference for any of the methods is a function of many factors. This study investigated the influence of social studies teachers' qualifications and experience on their preference for Interactive Radio and Television Instructional Programme for Distance Learning. Survey research design was adopted while the population comprised all social studies teachers in south-western Nigeria, 1,200 social studies teachers were randomly sampled. Two hypotheses guided the study. A 60-item adapted structured questionnaire validated by experts and with high reliability coefficient of 0.77 was used for data collection. The resulting data was analyzed with t-test statistic. The result shows that both teachers' qualifications and teachers experience had significant influence on their preference for radio and television instructional programs for distance learning. Based on the findings, it was partly recommended that National Open University of Nigeria (NOUN) should frequently organize training courses for teachers on the use of the new interactive radio and television instructional programs, internet and other web-based interactive instructional programs.

Keywords: Social studies teachers, preference, radio and television programmes and distance learning.

Introduction

Social studies is one of the core subjects in the basic school curriculum. It is also taught at the Senior Secondary School and tertiary institutions in Nigeria. The teaching of social studies has gone beyond the use of chalk and board. Modern development in communication technology has made the teaching of the subject highly interactive and interesting to the students in conventional schools and distance learning students, who are geographically spread over the country and also have little or no face to face interaction with their teachers.

Telecommunication currently marks the peak of development in human communication. It describes the transmission of messages across short or great distances, with the aid of electrical or electronic gadgets. The telegram, the radio, the telephone, the telex, the television, the faximile and the internet are all telegraphic means of communication. The advent of these modern means of communication afford people the opportunity to exchange views over long distances with greater conveniences and interactivity.

The continuous development in communication technology has brought about the evolution of information and communication technology (ICT) which is fastly growing and continuously affecting every aspect of human endeavours, be it educational, economical, political, social, and even the religious aspect of man. Infact, information and communication technology (ICT) has turned the whole world into a global village in the recent time (Abifarin, 2004).

The development of telecommunication technology especially radio and television and in the recent time, social media, has influenced and is still influencing the development of education in all the countries of the world most especially distance learning.

The success of any distance learning programme in any country rests heavily on the development of telecommunication system of such country. That is, for distance learning to thrive, the place of telecommunication is inevitable.

Abifarin (2001) stated that since the year 1996 to 2000, information technology has been playing very crucial role in the distance learning programmes in different parts of the world. For instance, in the United States of America, about 250,000 students were enrolled in independent study courses in over seventy (70) American Universities. Colleges have television courses known as telecourses, teleconferencing and so on, provided either by two-way video or one-way video with two-way audio, audio conferencing, audio graphics, cable and computer networking which have contributed to an explosion of internet in distance learning.

Similarly, Ogile (2001) opined that new technologies are having a considerable input on course production and delivery in open and distance learning. Baikie (2001) pointed out the role of the telecommunication in the distance learning system with special focus on the African Virtual University (AVU), a project financed, initiated and managed by the World Bank through the Kenyatta University in Nairobi, Kenya. He stated that AVU is an ambitious means by which a broader access to higher education for Africa is achieved through internet and satellite technologies.

According to Olagunju (2008) Instructional Radio or Television programme refers to those broadcast through the radio or television which relayed directly to an organized programme of formal education and are directed at specific learners. He stated that there are four major points to note in Instructional radio or television programme:

Teacher Guided: A teacher leads the viewer through learning experiences.

- i. It is Systematic: Broadcast are related to course of study or syllabus with well stated behavioral objectives and planned learning experiences.
- ii. It is orderly and Sequential: Broadcasts are presented at regular intervals in sequence; one builds upon another.
- iii. It is integrated: Broadcasts are related to other learning.
- iv. Experiences such as laboratory practical, reading discussion, writing, assignment and so on.

Abifarin (2010) asserts that interactive radio instruction involves teaching through the use of radio whereby the learners are able to interact with the teacher directly through their responses to his instruction. He states that interactive television has similar features with interactive radio in terms of its characteristics. In addition television plays a vital role in the teaching and learning situation as what the students see, feel and touch remain in their mind.

Presently, television is also very common especially in the later part of 20th century and it is almost as available in the home as radio itself. In the recent past, there have been a lot of interactive programmes designed by radio and television stations through phone-in- programmes. If all these phone-in- programmes which are highly interactive in nature are recording greater successes in promoting social, political and religious awareness, it is therefore possible for the government to expand a reasonable percentage of the country's "oil money" on academic interactive radio and television stations for academic purposes especially if the present open distance learning of the government is to succeed (Abifarin, 2004).

Purpose of the Study

A good number of radio and television programmes in Nigeria are becoming highly interactive in nature, that is, (in-built phoning system). This study will therefore investigate social studies teachers' preference for interactive radio and television programmes as formats for distance learning programmes. The research will equally identify the variables that may influence teachers' preference for interactive radio and television programmes as formats for distance learning programmes.

The study seeks to find out social studies teachers' preference for interactive radio and television programmes. The study equally seeks to examine the influence of selected teachers' examines characteristics variables such as teaching qualifications and teaching experience on preference for interactive instructional radio and television programmes.

Research Questions

1. Is there any difference between professionally qualified and less qualified secondary school social studies teachers' preference for interactive radio and television instructional programmes in social studies distance learning programme?
2. Is there any relationship in the experienced and less experienced secondary school social studies teachers' preference for interactive radio and television instructional programmes in

social studies distance learning programmes?

Hypotheses

H₀₁: There is no significant difference in the professionally qualified and less qualified secondary school social studies teachers' preference for radio and television instructional programmes in social studies distance learning programme?

H₀₂: There is no significant difference in the relationship among the experienced and less experienced secondary school social studies teachers' preference for interactive radio and television instructional programmes in social studies distance learning programme?

Significance of Study

It is hoped that the findings of this study may further reveal the importance of interactive radio and television instructional programmes in the teaching and learning process and also as good formats for distance learning programmes. It will also serve as a guide for effective and efficient operation of open distance learning as a better option for the conventional educational system.

The study will also create awareness of the media of instruction that will enhance high level of interactivity between the teacher and learners and may also be of immense benefit to the government and school administrators in the planning of educational policies.

Authors and publishers may also be exposed to the interest of the teachers and learners in terms of level of interactivity of instructional media and this will guide them in the types of illustrations they will need to use in their books and even the type of instructional media they will need to produce or write on.

Scope of the Study

This study examined the social studies teachers' preference for interactive instructional radio and television programmes as formats for distance learning programmes in South West geo-political zone of Nigeria consisting Ekiti, Lagos, Ogun, Osun and Oyo states. The study covered one thousand and two hundred (1200) secondary school social studies teachers randomly selected from two hundred and forty (240) secondary schools drawn from the six states.

Research Design

The study is a descriptive survey design. The researcher employed the technique of survey using questionnaire in gathering relevant data from the participants (social studies teachers) in the sample for the identification and analysis of their preference programmes as formats for distance learning programmes.

Behavioural science researchers such as Kerlinger (1978), Osuala (1987), Dizenzo (1991), Daramola (1992), Okunloye (2000) and Abifarin (2001) had adjudged the technique of survey as the most appropriate for the study of this nature given the potency and suitability for research involving the measurement of people or subjects in terms of systematic analysis of their attitudes, values, opinions, beliefs and customary practices.

Sample and Sampling Techniques

The target sample for this study consisted of one thousand and two hundred (1200) secondary school social studies teachers randomly selected from two hundred and forty (240) schools drawn from six states of the south west geo-political zone. Two hundred (200) teachers were randomly selected from forty (40) secondary schools in each of the six states. Two variables were considered in the study. These are teachers' qualification and teachers' teaching experience.

Instrumentation

The researchers adapted the instrument for data gathering in this study. The instrument was tagged *Social Studies Teachers' Interactive Radio and Television Programmes Preference Scale (SSTIRATPPS)*. It was an adapted form of Dubey and Barth (1980) Social Studies Checklist pattern which had been used in conducting researches in social studies at Ahmadu Bello University, Zaria, and Purdue University, United State of America.

The SSTIRATPPS preference checklist consisted of sixty items which sought for demographic information in terms of personal data of each of the respondents including gender, educational qualification(s) and years of teaching experience. The personal data were collected for the purpose of identifying the different categories of social studies teachers in the study sample, namely, the qualified and unqualified and the experienced and inexperienced.

The sixty (60) items about interactive instructional radio and television programmes in social studies were structured using a-4 point Likert scale.

Validity of Instruments

Although the adapted instrument of Dubey and Barth (1980) social studies checklists had been given face-validity, the researcher gave instrument to four educational technology and social studies specialists for evaluation and validation. All the items were reviewed based on the appropriateness of the contents, accuracy level and structure of instruments and meaningfulness of expression.

Reliability of Instruments

A trial testing of the instrument was carried out to establish its reliability. The instrument was administered on two hundred (200) randomly selected social studies teachers drawn from twenty-four (24) secondary schools in Lagos state.

The first (test) and second (re-test) administration of instrument were carried out within three weeks. The scores obtained during the first and second administration of instruments on the test sample were correlated using Pearson product-moment correlation. The obtained result was 0.77 correlation coefficient. The research instrument was therefore adjudged reliable because of its high correlation coefficient which Zimbardo (1979) considered as significant indication of reliability.

Data Collection Procedure

The administration of the instruments were carried out on one thousand and two (1200) randomly selected secondary school social studies teachers - drawn from two hundred and forty (240) randomly selected secondary schools in Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. The researcher administered the questionnaire personally with the assistance of six research assistance.

The data collected were collated and used to measure social studies teachers' preference for interactive radio and television instructional programmes in social studies in relation to the selected teachers' characteristics identified for the study.

Procedure for Data Analysis

The data collected from the respondents were analyzed using t-test statistical tool to test the two hypotheses formulated.

Hypothesis One [Ho₁]

Hypothesis one states that there is no significant difference in the preference of professionally qualified and less qualified secondary school social studies teachers' preference for interactive radio and television instructional programme in social studies.

t-test statistical tool was used to test this hypothesis and the result is presented in table one below.

Table 1:

t-test analysis showing professionally qualified and unqualified social studies teachers' preference for interactive radio and television instructional programmes in social studies

Variable	N	\bar{x}	S.D	S ²	df	t-calculated	t-table	P
Qualified teachers	705	2.04	1.73	2.99	1198	2.78	1.96	S
Unqualified teachers	495	1.79	1.38	1.90				

Table 1 above revealed that the mean score recorded by qualified secondary school social studies teachers (2.04) is greater than that of unqualified secondary school social studies teachers (1.79). The value of t-calculated (2.78) is greater than the t-table (1.96) at 0.05 level of significance. The null hypothesis (H_{01}) was hereby rejected. That is, there is a significant difference in the professionally qualified and unqualified secondary school social studies teachers' preference for interactive radio and television instructional programmes in social studies. The study therefore, shows that secondary school social studies teachers' qualifications have influence on their preference for interactive radio and television instructional programmes in social studies.

Hypothesis Two

The second hypothesis states that there is no significant difference in the relationship among the experienced and less experienced secondary school social studies teachers' preference for interactive radio and television instructional programmes in social studies.

t-test statistical tool was used to test this hypothesis. The result is stated in table two below.

Table 2:

t-test Analysis showing experienced and less experienced secondary school social studies teachers' preference for interactive radio and television instructional programmes.

Variable	N	\bar{x}	S.D	S ²	df	t-calculated	t-table	P
Experienced teachers	862	2.99	1.44	2.07	1198	11.86	1.96	S
Less experienced teachers	338	1.33	2.45	6.00				

Table 2 revealed that the mean score recorded by experienced secondary school social studies teachers (2.99) is greater than the mean score of the less experienced secondary school social studies teachers (1.33). The value of t-calculated (11.86) is greater than the t-table (1.96) at 0.05 level of significance. The null hypothesis (H_{02}) which stated that "there is no significant relationship between experienced and less experienced secondary school social studies teachers' preference for interactive radio and television instructional programme in social studies" was rejected. This result indicated that teaching experience of the social studies teachers determine their preference for interactive radio and television instructional programmes in social studies.

Summary of Findings

The following results were obtained from the testing of the two hypotheses of this study:

1. The result of hypothesis one clearly showed that secondary school social studies teacher's qualifications have influence on their preference for interactive radio and television instructional programme in social studies.
2. The result of hypothesis two also show that secondary school social studies teacher's teaching experiences have influence on their preference for interactive radio and television instructional programmes in social studies.

Discussion

The preference scores recorded for qualified and unqualified secondary school social studies teachers for interactive radio and television instructional programmes indicated that teachers' qualifications have significant influence on their preference for interactive radio and television instructional programmes in social studies for distance learning. Similarly, the study revealed preference scores which indicated that secondary school social studies teachers' experiences influenced their preference for interactive radio and television instructional programmes in social studies for distance learning. The implication is that the experienced secondary school social studies teachers' preference for interactive radio and television instructional programmes differs from the less experienced teachers. Therefore, experiences and qualifications of social studies teachers is/are parameters for their preference for interactive radio and television instructional programme in social studies for distance learning.

Conclusion

From the fore-going discussion, it could conclude that secondary school social studies teachers qualifications influence their preference for interactive radio and television instructional programmes in social studies for distance learning. Also, their teaching experiences influence their preference for interactive radio and television instructional programmes in social studies for distance learning.

Recommendations

1. Government at different levels should endeavour to equip the schools with different types of interactive radio and television equipment to ensure that secondary school social studies teachers are well-equipped and trained in the use of the equipment for teaching in social studies distance learning programme.
2. The establishment of the National Open University of Nigeria marks the beginning of improved development in distance learning. Governments should fund the programme adequately to ensure that distance learning social studies facilitators are trained and retrained in the use of modern interactive radio and television instructional programmes equipment and machines.
3. The National Open University of Nigeria (NOUN) should always organize retraining and refresher courses for different categories of teachers especially social studies teachers on the use of the new interactive radio and television instructional programmes and on the use of other interactive equipment such as the internet and other web- based interactive instructional programmes

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