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PERCEIVED EFFECTS OF FRESHMEN'S ATTITUDE TO THE USE OF AUDIO TAPE IN INSTRUCTION

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Abstract

The research was directed at (250) Freshers of the Faculty of Education in Ile-Ife, with the purpose of eliciting relevant information pertaining to subjects willingness to involve educational technology materials to teach during their six weeks practice teaching exercise.

A self related questionnaire with 14 items was used to find out Freshers attitude to audio tape device.

Two hypotheses were thereafter tested. They are:-

- (i) There is no difference in Freshmen attitude to the use of conventional method and audio taped instructional teaching strategy.*
- (ii) There is no significant difference in Freshmen perceived effects of audio tape as compared with conventional method.*

Data were analysed using inferential statistic of mean score and standard deviation. Result showed that 95 percent of subjects of study have no knowledge about teaching with audio tape, while 85 percent prefer other methods to teach apart from the conventional method Freshers should be exposed to courses in instructional design early enough so that they will have the opportunity to use a variety of (Ed Tech) materials for instructional purposes.

Introduction

Teaching is becoming very unattractive to the University students in present times so much that Freshers hardly opt for teaching except to use it as stepping stone to access more lucrative jobs. But teaching is a noble profession, it is regarded as a call which involves serious sacrifices in terms of the Time effort,

labour, preparation of the needed man power that maintains the societal socio-economic and political survival. Teaching is obviously done to the advantage of school going students and the Nation. To attain this feat, scholars need to get certificated. It is the dedication and untiring effort of teachers that make such achievement possible.

As it is often said, no nation can rise above the level of her education. This is why the teaching profession needs attention. The Federal Government, the industrial set up, philanthropists and other successful professional bodies can give the needed attention.

Despite the poor condition of the teacher, the demand for education have been on an alarming increase over the years. The primary schools, secondary schools and universities are overcrowded with learners. The number of professional teachers have been depleted such that the National Universities Commission (NUC) recommendation of one teacher to 24 students in the Faculty of Education in Nigerian Universities have more than tripled. Under this situation, facilities, materials for teaching, infrastructure and social amenities have been overstretched. There are no current textbooks, no funds for research work and opportunity to attend conferences and workshop which the professional teacher need for personal development all have almost been forgotten for lack of funds required to test new ideas as well as open up new areas of teaching strategy.

Since the curriculum has not changed, and teachers have not changed form their conventional methods of instructing learners, these are crisis that educational technology should address. They should be addressed because inavailability of textbook materials, projected and non projected material and other human and material resources if made available could encourage undergraduate teachers/freshmen to take to teaching as well as remain at the teaching jobs. Unfortunately, the biting economic crisis, resulting from the depression which the world is experiencing in present times seems to encourage teachers to search for golden fleece elsewhere. This trend should be arrested. If freshers perception of teaching is absolutely negative, this is a problem that Nigeria and Ghana should rise up to solve. The solution will perhaps came up when methods of delivery is changed. an experiment with the audio tape device as teaching strategy could change this.

Literature Review

The training of teachers come in several form; books audio and videotapes; computer-based tutorials and various types of live instruction. But the conventional teaching model is the vogue of training teachers. As at present, in most educational system, the teacher forms a model of students' knowledge. Teachers are

responsible for placing learners in a situation where they can be helped to increase their knowledge. (Heines and O'shea 1985). However, lack of involving some other media in instructional delivery to learners is a common problem that is experienced at the different levels of the educational system. In Akinyemi's (1986) opinion, educational materials tends to threaten teachers and their economic security. That apart, lack of technological know how and lack of infrastructural facilities are additional problems which creates fear in teachers and debar them from changing their teaching strategies.

In the words of Henry Adams (1968) teacher affects eternity; he can never tell where his influence stops. Meaning that teaching is indispensable to the preservation and improvement of any nation. Stating further, to improve teacher education is to improve teaching; to improve teaching is to improve schools; to improve the schools is to strengthen the next generation; to strengthen the next generation is a social duty of all magnitude.

The involvement of educational technology materials is seen to reduce the teachers' burden of information dissemination, to learners. Kindler (1973) confirms in a study that man learns by experiencing, by seeing and doing things. Since the learner would only remember 10% of what he reads, 20% of what he hear, 30% of what he see, 50% of what he see and hear, 70% of what he say, 90% of what he says as he does a thing, it becomes imperative for teachers to involve the use of relevant materials in their teaching.

Akinyemi (1986) found that exposure of teachers to an exhibition motivated the use of low cost instructional materials in their teaching. Necessity they say is the mother of invention. Bearing on knowledge explosion, overcrowded classroom and general overpopulation of school going children, there is the need for teacher training orientation towards the use of educational technology material. The audio tape which is relatively cheap and easy to operate with batteries in absence of electricity is being proposed. Will intending teachers use them willingly to learners advantage during the teaching practice exercise?.

Akinola (1989) discovered that students recognised the importance of teaching practice as a component of their training and that they value the practical teaching practice exercise more than the theoretical course work that proceeds it.

Allen and Clark (1967) puts it that skill should be practised. Teaching practice skill should form the laboratory experience before students are supervised in schools.

Cantreal et al (1977) professed that a teachers' attitude affects the way he presents the material to students and that the mode of presentation in turn affects students achievement. The lack of knowledge about what instructional materials to teach with, is therefore seen to affect learners performance.

Rothman (1969) reported that teacher characteristics and students' learning are affected by teachers qualifications, experiences, and subject knowledge. These were found to positively relate to students learning. Oyeneyin (1979) also observed that teachers qualification and experience influence mastery of some science concept learning.

The teachers on training often aspire to gain teaching experience, they often look forward to qualify as professional teacher. However, it is the kind of training experiences that freshers receive while undergoing training that they give out when they eventually qualify. This should not be so. Teachers should be creative and should imbibe innovative technique of teaching with instructional materials.

Bobby (1976) on study of quality of education in developing countries, states that untrained teachers use formal methods of teaching which naturally degenerates into abstract verbalism too difficult for learners to understand. This is why audio tape and other instructional materials should be used to teach. Reduction of verbalism will lead to learners increase in knowledge gain through the use of educational technology material.

Purpose of the Study

The study investigates the perception of freshers on the issue of teaching and use of audio tape to teach as opposed to the conventional methods of instructing learners. The following questions will serve as a guide to the study.

Research Questions

1. Will fresher prefer the conventional method of teaching to the use of audio tape?
2. Is there any significant difference in freshmen's perceived effects of teaching with audio tape as compared to the conventional method?

Hypothesis

The following hypotheses were tested.

1. There is no difference in freshmen's attitude to the use of conventional and audio taped instructional teaching methods.

2. There is no significant difference in Freshmen's perceived effects of audio taped instructional method as compared with the conventional method of teaching.

Methodology

The study sample were (250) male/female freshmen that registered for the Education course, EDU 101, titled an introduction to the teaching profession during the 1996/97 harmattan semester. At pre registration time, subjects were asked to indicate willingness/unwillingness to teach after the four year training in the Obafemi Awolowo University, Ile-Ife. Subjects were from the sciences, social science and the humanities discipline. The age of participants lies between 17 and 37 years.

Instrumentation

The test instrument was a self designed Questionnaire with 14 items titled Freshmen's perception to the use of Audio tape for instructional purpose (FPATI). The response of subjects to the questionnaire items is either Yes or No.

Validity

The questionnaire items were validated by a team of six competent teachers from the Faculty of Education. The face and content validity enabled the researcher to administer the test instrument to the targeted audience.

Tasks and Procedure

Subjects in class situation were served with the questionnaire for their response. The importance of completing the test instrument properly was explained to participants. The filing of the questionnaire took up to forty minutes after which the completed questionnaire were collected from them.

Data Analysis

Data were analysed using inferential statistics of percentages, mean score and standard deviation.

Results

Of the 250 testing instruments that was served on the participant only 192 questionnaire were properly completed giving a 76.8 percent of useable questionnaire.

From the pre registration data that was gathered concerning Freshmen interest to teach, only 56 out of 250 subjects meaning 22.4 percent of Freshers indicated willingness to teach after the four years training programme.

The hypothesis one that was tested is stated as follow:

Hypothesis 1

There is no difference in Freshmen's attitude to the use of conventional and audio taped instructional teaching method Results are presented in Table 1

Table 1
Responses of Freshmen to Questionnaire on Attitude to the Use of Audio tape and Conventional Method of Teaching

No 192

S/No	Variable	Agree	Percent	Disagree	Percent
1.	I have taught before	27	(14.06)	165	(85.93)
2.	I like teaching	107	(55.73)	85	(44.27)
3.	I like my teacher	182	(94.79)	10	(5.208)
4.	I don't like his method of teaching	77	(40.10)	115	(59.89)
5.	I will teach with relevant Inst. Materials	164	(85.41)	28	(14.58)
8.	Most teachers taught me using audiotape	42	(21.88)	150	(78.13)
11.	I like to teach others	151	(78.64)	41	(21.35)
13.	I can use audio tape to teach	79	(41.15)	113	(58.85)
14.	I cannot use audio tape to teach	184	(95.83)	08	(4.16)

Σx 1,013

X 112

Σx 715

X 79

From the table 1, it is observed that the attitude of learners to teacher and the method of teaching is positive. Meaning that learners perception and attitude to teaching with audio tape device is agreeable. Results from analysed data in table 1 further showed that subjects of study will teach with audio tape and other relevant instructional materia. Hypothesis 1 is however fond tenable since only 42 (21.88) attests that they have been taught through the audio tape device.

Hypothesis 2

There is no significant difference in Freshmen's perceived effects of audio taped instructional method as compared with the conventional method of teaching.

Results of analysed data are as presented in Table 2.

Table 2

Freshmen' perceived effects of teaching with Audio Tape

No 192

S/N	Variable	Agree	Percent	Disagree	Percent
6.	Audio is more effective	96	(50.00)	96	(50.00)
7.	The chalk board is more effective than audio	186	(96.87)	06	(3.13)
10.	Audio tape is more effective in teaching a group.	49	(25.52)	143	(74.48)
12.	Audio tape reduces abstraction	169	(88.02)	27	(14.06)

$\Sigma x = 500$ $X = 125$ $SD = 63.96$

$\Sigma x = 272$ $X = 68$ $SD = 63.07$

From table 2, variable (6) and (10) on effects of audio tape in teaching as perceived by subject of study is negative. Although 169 (88.02) percent of subject of study agreed that audio tape device reduces abstraction. Since 186 (96.87) of all responses to variable 7, is positive for the use of Chalkboard, hypothesis 2 is rejected. Meaning that there is significant difference in the perceived effects of teaching using conventional as compared to the effect of teaching with audio taped device.

Discussion

The use of conventional method of teaching have been imbibed by teachers at all levels of the education system for a long time. The method which future teachers will imbibe should be teaching with instructional materials generally. The case of audio tape which this survey has studied proved that concerted effort should be mounted in order to see to it that teaching is carried out using relevant materials. From the finding of this study, Freshmen are not decided as to whether they prefer the conventional to the use of audio tape device to teach with. This may be a result of the small number, i.e. only 27 (14.06) percent of subject of study have teaching experience. Since majority of subjects have not had any formal training on teaching, untrained teacher should be trained along the line of the use of audio visual media so that teaching will not degenerate to verbalism. Bobby (1976) assumption that state that untrained teachers use formal method of teaching is thus confirmed.

In the finding of the present study, teachers method of teaching and their attitude to teaching affect the learners they teach. This is also supporting (Contreal 1977) finding.

Conclusion

The effects which teaching through audio tape device will have on learners are many. Apart from making learning easy, it also stimulate learners perception to the content. Learners behaviour will be affected, they have to listen with rapt attention. The possibility of repetition is quite possible on audio tape. From finding of learners response to the questionnaire items, it is pertinent to encourage the use of audio tape in teaching and in training teachers. Teachers should be innovative.

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