

# Instructional Media and Effective Teaching Learning Process in Social Studies among Selected Secondary Schools in Oyo State

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## Abstract

This paper gave an insight into what instructional media and effective teaching learning is. This paper examined the various definitions of instructional media by different authorities and traced the history of instructional media from 1900 to 1950 when computers were utilized by researchers. The role of instructional media were vividly discussed, to show us the extent to which it has recovered its achievement in the teaching learning process. The research used descriptive statistical method such as frequency and percentage to examine the impact of instructional media on academics performances of Secondary School students of both private and public in some selected local government in Oyo State. Also, correlation was conducted to established the relationship between the teacher's response and the student's response on "impact of instructional media". Five Schools: three private and two public schools in Oyo State. Forty (40) questionnaires were administered to each school since they have relatively same population size, twenty questionnaires for Student and twenty for teachers (a total of two hundred questionnaires were administered in all).

**Keywords:** Instructional media, effective teaching, effective learning, and computer assisted instruction.

**DOI:** 10.7176/JEP/13-13-02

**Publication date:** May 31<sup>st</sup> 2022

## 1. Introduction

Instructional media is one of the important variables that enable teaching learning to sail successfully. Furthermore, instructional media assist teachers to transmit the knowledge in an impressive way making learning more effective as they help learners in greater acquisition of knowledge. Instructional media are all the things the teachers make use of to aid the learners in their learning process. They are the means used to bring about effective teaching and learning. For any effective teaching learning process, instructional media must be adopted. The effectiveness of instructional media depend upon the manner and degree to which they meet the needs of the teacher and students. Instructional media are selected based on the principles or provision of accurate materials that will enrich and support the curriculum, taking into consideration the interest, abilities and maturity levels of the students. This means that instructional media cannot be separated from effective teaching learning process. The use of instructional media started somewhere from the stone age period [world Encyclopedia 2001]

The adoption of instructional media can be traced to 1900s when teachers were the primary means through which instruction was presented to learners. But in 1905, the first school museum was built in St. Louis school to house supplemental instructional materials that could aid teachers when teaching different topic. This led to the adoption of visual media and instructional films as part of the teaching learning process.

In the 1950s computers were utilized by researchers. The researchers developed Computer Assisted Instruction [CAI] author language and developed the first CAI program to be used in public schools. In elementary schools computer were mostly used for drill and practice or they were utilized to teach computer-related skills such as typing. But the wide –spread interest in computers as a medium of instruction did not occur until the 1980s.

Since then the instructional technology field has expanded and changed. The field is constantly evolving with the introduction of new technologies. Some technological advances have revolutionized how instructional technology is being utilized. The use of various instructional media makes the learning process more effective because it builds greater understanding, reinforcement and retention of the subject matter [Ayot 1984 as cited in Ngussa, 2015].

Sladin (2000), argues that instructional or audio visual materials such as textbooks, pictures diagram's flash cards, posters, television and others are materials or devices that help in teaching learning process because they influence the senses of seeing and hearing, but its utilization must depend on proper planning. Instructional media assist teacher to transmit the knowledge in an impressive way making learning more effective as they help learners in greater acquisition of knowledge. They also help to draw pupils' attention and improve classroom discipline Reeves [1998]

Instructional media is 'the physical means other than the teacher, chalkboard and textbook, via which instruction is presented to learners' [Raiser 2001] which means Instructional media encompasses all the materials and physical means an Instructor might use to implement instructions and facilitate students'

achievements of instructional objectives. Instructional media and effective teaching learning process moves hand in hand.

## 2. LITERATURE REVIEW

Reiser and Gagne [2001], Instructional media as physical mean via which instruction is presented to learners. So also in the opinion of Remillard and Heck, [2014] Instructional media are resources that organize and support instruction, such as textbooks and supplementary resources. However, to IGI global used to ease, encourage, improve and promote teaching and learning activities

Adefuye (2006) found out that when various learning resources are used in learning Instructions like secondary schools they arouse students' interest towards learning and definitely might have positive effects on performance.

Seth (2009) lack of wall charts, models and other conventional media to compliment the use of chalkboards and textbooks in the schools leads to increased difficult for teachers to offer quality teaching and learning to promote high academic performance students.

Chinyere (2009) argued that learners' ability to understand any learning concept is increased when teachers use various instructional media. Similarly, instructional media enables pupils to grasp various things which ones cannot comprehend fully by relying to storytelling and explanations. Thus, academic achievement in different types of instructional materials.

Slain (2000) argues that Instructional materials such as textbook, picture, diagram's flash cards, posters, television and others are materials or devices that help in the teaching learning process because they influence the sense of seeing and hearing, but its utilization must depend on proper planning.

Ballard and Bates (2008), observed that academic performance is mainly related to assessment and it's about meeting short term and long term goals in education. Good academic performance of students depends on how well they have mastered the content taught and masterly of content will be aided by use of instructional media in the right way.

Instructional media are defined by Sadiman et al. (1986) as anything used to send information from the sender(s) to the receiver(s) to arise learners' curiosity and encourage them to learn.

.Romiszowski [1981] defines instructional media as devices as and materials used in the teaching learning process. But also such devices as slides, photographs, teacher-made diagrams, charts, real objects and handouts that we use in the process of planned instruction. The great soviet encyclopedia defines instructional media as educational resources used to improve students' knowledge, abilities and skills, to monitor their assimilation of information and to contribute to their overall development and upbringing. Instructional media encompass all the materials and physical means an instructor might use to implement instruction and facilities students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotapes or film, newer materials and methods such as computers, DVDs, CD- ROMs, the internet, and interactive video conferencing.

Talabi (2001) asserts that instructional media are generally designed to provide realistic images and substitute experience to reach curriculum experiences. The media are considered the most efficient facilitators in the education set up. They are not substitutes for the teacher. Their use however, calls for an imaginative approach by the teacher who needs to constantly be on the alert for new ideas and techniques to make the lessons presented with different Instructional media achieve effective outcomes.

Aktakefi opined that instructional media are needed to make the best use of information explosion and possibilities presented by technological development. Instructional media according to Bello are varieties of equipment and materials that have instructional values that are simultaneously used with the teachers voice to facilitate learning.

Lewis and Hareland are of the view that the need for instructional media came with extensive development since 1990. This is due to the social and economic change which made new demands on educational thinking and population shortage and need for greater efficiency. Instructional media are needed due to situation; it is prominent to note that, instructional media are not teachers aid but learners. This is because the aid in the area of learning than teaching. However, the important fact to note is that these materials do not or cannot in themselves achieve the desired or attributed values. Rather, it depends on what the teacher makes out of them through their intelligent handling of necessary materials in domain of teaching and learning.

Edger opined that instructional media such as films, pictures, maps and pictorials make learning and understanding more effective, saves time and powers communication.

Instructional media refers to Channels of communication that carry messages with an Instructional purpose. They are usually utilized for the sole purpose of learning and teaching (WebCrawler, 2013).

It is used to refer to a means of transmitting knowledge and skills to the adult learners using electronic devices to ease teaching – learning process.

Instructional media are information carriers that can be utilized to facilitate teaching and learning

process. Based on sensory modalities, they can be classified into three major groups viz; visual, audio and audio-visual media. Visual Media; They appeal to sense of seeing e.g realia, model, chart, overhead projector [OHP] maps, printed materials and so on.

Audio Media ; They appeal to sense of hearing e.g radio set, telephone, audio disk player, tape recorder, turntable and so on.

Audio –Visual Media ;They appeal to senses of hearing and seeing e.g Television set, computer set, digital video disk [DVD] film projector and so on. Instructional media are either used for individual, small or large group of learners. There is a need to emphasis that instructional media are designed, prepared, produced, evaluated and utilized mainly to facilitate learner’s understanding of the topics being taught. Basically, instructional media are learner –centred. Instructional media are collection of materials and equipment used for teaching and learning so as to promote effective communication in a classroom setting.

## 2.1 THE IMPORTANCE OF INSTRUCTIONAL MEDIA IN THE TEACHING-LEARNING PROCESS

Instructional media are anything that carries information between a source and a receiver with an instructional purpose. The purpose of media is to facilitate communication and learning. The most common media used in a classroom are printed materials, diagrams, video, computer programs and instructors.

The traditional classroom set up is now slowly changing, upgrading into a more sophisticated learning area with all the advanced technology, electronic equipment and facility present. The six basic types of media in learning and instruction, which are the text, audio, visual, motion media, manipulative and people are used now a days with the integration of technology. (Smaldine S, & Russel J, 2004) with this integration, teachers now are developing instructional material according to their specification. Teachers and students are enjoying their classroom activities because of their utilization of hypermedia and multimedia tools, DVD, CD-ROM and more. Interaction with parents, teachers and school administrators are becoming possible because of the internal and its resources such as the World Wide Web, electronic mail, newsgroup, facebook and so on. Telecommunication technologies bring events into the classroom while they are happening, expanding the classroom beyond their wall. (Duhaney 2000)

Fidanboylu (2014) the use of visual aids during teaching motivates the pupils and reinforces the learned language. It further provides exciting learning experiences and helps to improve reading, writing, speaking and listening skills.

Naz and Akbar (2010) further argue that instructional media have many advantages in terms of repeatability, transportability and increased equity access. Furthermore, instructional media assist teachers to transmit the knowledge in an impressive way making learning more effective as they help learners in greater acquisition of knowledge. They also help to draw pupils’ attention and improve classroom discipline (Reeves 1998).

Particularly, the study by Wambura (2017) concluded that computer has many benefits in education including enhancing academic works, improving lesson and students understanding and influencing independent learning, similarly, Monda (2012) concluded that teaching and learning resources create motivation in learning. Thus, it can be said that combination of various instructional media is vital when ones need to achieve the desired objectives in any learning aspect and particularly reading and writing skills.

Why are we using instructional media in instruction? How important is it? According to Kuo, L (1991) Instructional media are very important because through them a good teaching Communication has been reached with little effort from teachers. Even if it takes time and effort in selecting, designing and producing a media, it’s worth it because students learning, understanding and performance are faster and produce better results. The utilization of these instructional media in the classroom helped in the fulfillment of all learning theory principles. The impact of instructional media to teaching and learning process is so great because they save time, increase the students interest and they hold their attention, they clarify ideas, reinforce concept, and tone, prove a point and aid memory. (Mohan, T. et al, 2001) Moreover, the infusion of instructional media in class gets students more involved in any classroom activities individually or by groups and student – teacher interpersonal relationship are enhanced and deepened. There is also increased level of interaction between and among students and teacher. (Duhaney 2000)

Instructional media are meant to improve the quality of education for effective academic performances of the students in schools. The performances of students on the intended learning outcomes provide the validation. Loop on the success of the interaction and instruction. Although teachers use different instructional media to motivate learning by using textbooks, Charts, models, graphics, real objects as well a improved materials (Awotua – Efebo 2001).

The success of achieving what they are met to achieve in an instructional situation depend on the suitability of the instructional media, adequately and effective utilization of the media (Olaitan Aejusioké 1994).The effectiveness of instructional media in promoting students’ academic performance in teaching and learning is Indispensable. It provides the much needed sensory experiences needed y the learners for an effective and meaningful behavioral change.

Omabe (2006) asserts that instructional media are central in the teaching and learning because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery 'Esu, E nukoha and Umoren (2004) affirmed the instructional media facilitate learning of abstracted concepts, by helping to concretize ideas and stimulate learner's imagination. Moreover, instructional media help to increase active participation in teaching. In the same vein, Mathew (2012) states that the use of instructional media make teaching effective as it enable learners to participate actively in classroom instructions.

Olumorin, Yussuf, Ajidagba and Jekayinfa (2010) also observe that instructional media help teacher to teach conveniently and the learners to learn easily without stress. Kochher (2012) supports this view by saying that, instruction media are very significant in learning and teaching tools. He adds that there is needed for teachers to find necessary and relevant instruction and textbooks in order to broaden and arouse students' interest in the subject.

## 2.2 WAYS OF USING INSTRUCTIONAL MEDIA

- (1) They should be conspicuously displayed for every student in the class to see vividly especially if they are visual media.
- (2) For the audio media, the sound system should be adjusted loud enough for all students to hear clearly but not too loud so as not to constitute 'noise factor'.
- (3) For the projected media, that is electrically operated media, it is advisable to provide a standby alternative source of power in case there is erratic or epileptic power supply. Also, the screen for projection should be large enough for all students to see clearly.
- (4) Calligraphically, lettering on charts should be done and produced with boldness and clarity for every student in the class to read at a distance
- (5) The chalk or tempo board being a unique and peculiar instructional medium should be used judiciously, skillfully and effectively by the teacher in the following ways
  - (a) All written work on the board should be neat, tidy and legible.
  - (b) The board should not be too loaded with facts fighting for space and attention.
  - (c) Rub off or clean up the unwanted materials on the board.
  - (d) Use the board from left to right in the demarcated columns.
  - (e) Let two letters and figures written on the board be legibly and beautifully seen.
  - (f) When teaching, the teacher should avoid blocking the students' view on the board. He/she should also avoid speaking or talking to the board during the instructional process.

However, instructional media can be used at the inception, middle and tail-end of the lesson. They can be used to introduce the lesson, present the lesson and evaluate the lesson. Therefore, they can be used throughout the lesson, though over-utilization and under-utilization should be avoided.

## HYPOTHESES:

1.  $H_{01}$ : there is significant difference between the school and usage of instructional media.
2.  $H_{02}$ : There is significant correlation between the teacher's response on "Instructional media aids the pupil's comprehension" and the student's response on "I learn better whenever instructional Media is adopted in class".
3.  $H_{03}$ : there is significance difference between the gender/sex of the respondents and how they learn whenever instructional media is engaged in class.

## 3 RESEARCH METHODOLOGY:

This research used descriptive statistical method such as frequency and percentage to examine the impact of instructional media on academic performances of secondary school students of both private and public schools in a selected local government in Ibadan. Also, correlation was conducted to establish the relationship between the teacher's response and the student's response on "impact of instructional Media". Likewise, ANOVA (analysis of variance) was carry out to identify if there be a significant difference between the schools that use instructional media or not and between the students' response across their gender.

### 3.1 SAMPLE AND SAMPLING TECHNIQUE:

Six schools; four private schools and two public schools were selected randomly from the secondary schools in Oyo State, Nigeria. Forty (40) questionnaire were administered to each school since they have relatively same population size, twenty questionnaire for students and twenty for teachers (a total of two hundred questionnaire were administered in all).

### 3.2 RESEARCH INSTRUMENT:

The instrument used in this research is basically structured questionnaire. The questionnaire was section into

three; A- for demographic data of all respondent, B- for teachers' response alone, and C-for the students only. ANOVA and correlation statistics were used.

#### 4. RESULT:

Table A: RESPONSES FROM THE TEACHERS:

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	St. D
1	Instructional media are difficult to handle?	13 (14.6)	5 (5.6)	51 (57.3)	20 (22.5)	2.12	.927
2	Instructional media in teaching the pupils are highly important?	54 (60.7)	34 (38.2)	1 (1.1)	0 (0.0)	3.58	.560
3	Instructional media is helpful in achieving the objective of a topic?	46 (51.7)	42 (47.2)	1 (1.1)	0 (0.0)	3.51	.525
4	Instruction media are time consuming?	20 (22.5)	24 (27.0)	34 (38.1)	11 (12.4)	2.60	.974
5	Instructional media aids the pupil's comprehension?	51 (57.3)	37 (41.6)	1 (1.1)	0 (0.0)	3.55	.564
6	Instructional media are good alone for few selected topics?	15 (16.9)	29 (32.6)	35 (39.3)	10 (11.2)	2.55	.905
7	Instructional media confuses the pupils the more?	4 (4.5)	7 (7.9)	45 (50.6)	33 (37.1)	1.80	.771
8	Special expertise is required for use of instructional media?	14 (15.7)	35 (39.3)	30 (33.7)	10 (11.2)	2.60	.888
9	Instructional Media makes teaching-learning process easy?	53 (59.6)	36 (40.4)	0 (0.0)	0 (0.0)	3.60	.494
10	I usually receive positive response from the students whenever I use Instructional Media	47 (52.8)	41 (46.1)	1 (1.1)	0 (0.0)	3.52	.525
11	The use of Instructional Media has helped my teaching	48 (53.9)	39 (43.8)	1 (1.1)	1 (1.1)	3.51	.586
12	Instructional Media are expensive	15 (16.9)	37 (41.6)	31 (34.8)	6 (6.7)	2.69	.834
13	I use Instructional Media in all my teachings	12 (13.5)	32 (36.0)	36 (40.4)	9 (10.1)	2.53	.854
14	I cannot teach without Instructional Media	11 (12.4)	11 (12.4)	52 (58.4)	15 (16.9)	2.20	.868
15	There is a special place where Instructional Media are kept in my school	17 (19.1)	44 (49.4)	19 (21.4)	9 (10.1)	2.78	.876
16	Instructional Media is good for teaching- learning process	45 (50.6)	43 (48.3)	1 (1.1)	0 (0.0)	3.48	.566
17	The performance of my students has improved since we started using Instructional Media	37 (41.6)	50 (56.2)	1 (1.1)	1 (1.1)	3.38	.574

This table present the Teacher's opinion in respect to each of the statements in the impact of instructional media in teaching and learning activities of some selected secondary school in Ibadan, Oyo State, Nigeria. The table shows their perspectives both in frequency and percentage in bracket under the heading Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). It also shows the mean value and the standard deviation (St.D) for each of the statements. Among the instructors, 18 (20.2%) of them agree that instructional media are difficult to handle but quiet good number think otherwise with 51 (57.3%) and 20 (22.5) of D and SD respectively. For statements 2,3,5,9,10,11, ,16, and 17, only negligible few of the respondents either disagree (D) or strongly disagree (SD) with less than 3% on each of those statements. This shows that almost all the respondents agree (A) or strongly agree (SA) with the impact of instructional media as stated in these statements. However, for statement 4, 50.5% disagree that instructional media are time consuming (i.e 34 and 11 disagree and strongly disagree) respectively while 49.5% agree that it is time consuming with SA and A of 20 (22.5%) and 24(27.0%) respectively. On statement 6, many of the respondents feel that "Instructional media are good alone for few selected topics" with percentage of agree and strongly agree of 36.2% and16.9% respectively while larger percent of them feel otherwise with 39.3% and 11.2% of disagree and strongly disagree respectively. As for statement 7, many of the respondent disagree that "Instructional media confuses the pupils the more" with



87.7%. On either “Special expertise is required for use of instructional media” or not in statement 8, it seems that the respondent have shared opinion with 55% and 45% of agreement and disagreement respectively. Also, on statements 12 and 13, it seems that the respondent has shared opinion with 58.5% agreement, 41.5% disagreement and 49.5% agreement, 50.5% disagreement respectively. For statement 14, only few of 24.8% feel that they cannot teach without Instructional Media while larger percentage of 75.2 feel otherwise. Finally, statement 15 shows that in most school there is a special place where Instructional Media are kept with 68.5% agreement while some schools don’t with 31.5% of disagreement.

Table B: RESPONSES FROM STUDENT:

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	St.D
1	I learn better whenever instructional Media is adopted in class?	43 (48.3)	46 (51.7)	0 (0.0)	0 (0.0)	3.48	.503
2	We use Instructional Media regularly in classroom	19 (21.3)	35 (39.3)	28 (31.5)	7 (7.9)	2.74	.886
3	I prefer instructional Media classes to non-Instructional Media classes	36 (40.4)	42 (47.2)	10 (11.3)	1 (1.1)	3.27	.703
4	I get distracted whenever Instructional Media is in use	7 (7.9)	7 (7.9)	49 (55.0)	26 (29.2)	1.94	.831
5	The use of Instructional Media aids my retentive ability	39 (43.8)	47 (52.8)	2 (2.2)	1 (1.1)	3.39	.596
6	I recollect the subject better when taught with Instructional Media	48 (53.9)	38 (42.7)	3 (3.4)	0 (0.0)	3.51	.567
7	I notice improvement in the result of subject taught with Instructional Media than others	42 (47.2)	42 (47.2)	4 (4.5)	1 (1.1)	3.40	.635
8	Instructional Media goes a long way in my academic achievement	43 (48.3)	43 (48.3)	2 (2.2)	1 (1.1)	3.44	.602
9	Instructional Media helps our teacher to gain control of our class	37 (41.6)	39 (43.8)	10 (11.2)	3 (3.4)	3.24	.784
10	Instructional Media helps our teachers get the class attention	42 (47.2)	43 (48.3)	3 (3.4)	1 (1.1)	3.42	.618

Table B presents the student’s opinion in respect to each of the statements in the impact of instructional media in teaching and learning activities of some selected secondary school in Ibadan, Oyo State, Nigeria. The table shows their perspectives both in frequency and percentage in bracket under the heading Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). It also shows the mean value and the standard deviation (St.D) for each of the statements. From among the students, only negligible few of them disagree (D) or strongly disagree (SD) with statements number; 1,5,6,7,8, and 10 with percentages less than 5.0% on each statement. This shows that each of those statements the respondents adjudge as impact of instructional media on them. For statement 2, quite good number disagree or strongly disagree with the regular usage of instructional media in their classroom with disagreement percentage of 39.4%. Although larger percent 60.6% concur with regular usage of instructional media in the classrooms. Further-more, good number of them prefer instructional Media classes to non-Instructional Media classes with 87.6% of agreement while few of them prefer otherwise with percentage of disagreement of 12.4%. Statement 4 reveals that 15.8% of the students get distracted whenever Instructional Media is in use with. However, larger percentage of them (84.2%) don’t. Finally on this table, statement 9 shows that the use of instructional media helps teachers to gain class control as good number of 85.4% of the respondents either strongly agree (SA) or agree (A) with statement 9 even-though 14.6% think otherwise.

Table C: DEMOGRAPHICAL DETAIL

Statement		Frequency	Percentage
How old are you?	<b>Age range:</b>		
	10-15	50	56.2
	16-20	19	21.4
	21-30	5	5.6
What class are you?	31 and above	15	16.8
	<b>Class:</b>		
	Teacher	89	50.0
	SS class	49	27.5
What is your sex?	JSS class	40	22.5
	<b>Sex:</b>		
	Male	74	41.6
Do you use instructional media in your school?	Female	104	58.4
	<b>Option:</b>		
	Yes	158	88.8
What is the name of your school?	No	20	11.2
	<b>Name of Schools</b>		
	Adesina College	64	36.0
	Sunshine school	28	15.7
	Olatundun model college	22	12.4
	Smith International Baptist Academy	24	13.5
	Anglican Model School	20	11.2
Basorun High	20	11.2	

Table C shows the demographical detail of the respondents both in frequency and percentage.

Table D: Analysis of Variance.

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
What is the name of your school? * Do you use Instructional Media in class?	Between Groups	113.908	1	113.908	59.265	.001
	Within Groups	167.215	87	1.922		
	Total	281.124	88			

Table D established that there is significant difference between the schools and whether they use instructional media or not. With P-value of 0.001 less than 0.05, we accept the Hypothesis that there is significant difference between the school and usage of instructional media.

Table E: Correlations between the teacher response and the student response.

Correlations

		Instructional media aids the pupil's comprehension?	I learn better whenever instructional Media is adopted in class?
Instructional media aids the pupil's comprehension?	Pearson Correlation	1	.414**
	Sig. (2-tailed)		.001
	N	89	89
I learn better whenever instructional Media is adopted in class?	Pearson Correlation	.414**	1
	Sig. (2-tailed)	.001	
	N	89	89

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table E shows that the relationship was positive, moderate in strength, and statistically significant at  $r(87) = .414$ ,  $p\text{-value} = .001$ . Hence, we accept the hypothesis that There is significant correlation between the teacher's response on "Instructional media aids the pupil's comprehension" and the student's response on "I learn better whenever instructional Media is adopted in class".

Table F: Analysis of Variance.

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
I learn better whenever instructional Media is adopted in class? * What is your sex?	Between Groups	.001	1	.001	.003	.958
	Within Groups	22.224	87	.255		
	Total	22.225	88			

Table F established that there is no significance difference between the sex/gender of the student with respect to how they learn whenever instructional media is adopted in class. With P-value of 0.958 greater than 0.05, we reject the Hypothesis that there is significance difference between the gender/sex of the respondents and how they learn whenever instructional media is engaged in class.

## 5. CONCLUSION

Instructional media can be seen as one of the major tools that can promote effective teaching learning process .Based on these facts instructors or teachers must be determined to embrace instructional media in their teaching learning process. The adoption of instructional media had yielded the following; promoting students' academic performance in teaching learning process, helps in motivating learning to compliment efficiency of teachers, to increase active participation in the learning in the learning process and host of others. When instructional media are correctly used it will surely promote teaching learning process.

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