



Chapter 28

MEDIA DEVELOPMENT COMPETENCIES AMONG SECONDARY SCHOOL TEACHERS IN NIGERIA

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INTRODUCTION AND BACKGROUND OF THE STUDY;

For a considerable number of years since 1974, the performance of Nigerian candidates in the West African School Certificate Examination (WASCE) has been deteriorating. A comparative statistical report of education development in the former six Northern States of Nigeria by the Institute of Education, ABU, Zaria, revealed a steady increase in failure rate at WASCE. In 1965, the mean percentage of failure in the six states was 39.1% and 796 candidates registered for examination. In 1970, the percentage of failure went up to 62.7% for a total number of 2,940 candidates who registered for WASCE that year (Institute of Education, ABU, 1976).

At the national level, between 1974 and 1976, the failure rate increased from 52.6% to 57.9% (Ezezobor, 1983). Vanguard of December 16, 1985 (P.7) sadly observed that at least 70% of the 600,000 candidates who went in for the 1984/85 May-June WASCE failed. In 1987 another very high failure rate, 70% among secondary school products in the western part of Nigeria was reported by Ogunsheye (1987). Thus, the trend has been for the failure rate to keep increasing yearly resulting in untold hardship to the parents and frustration to the unsuccessful candidates. Ozigi et al (1979) attributed such wastage partly to poor teaching methods and evaluation in most of the subjects taught in schools.

This problem of wastage due to poor academic performance on the part of secondary school products call in part, for the use of media resources by suitably trained teachers. A better quality of teaching could ensue when teachers are provided with opportunities to experiment on a variety of teaching techniques. This requires teachers who are skilled in the design, production, use and evaluation of instructional design, production, use and evaluation of instructional materials because they need to be in a position to creatively produce or adapt existing materials to meet students' needs.

Teachers who can perform these tasks are said to be competent in instructional media development. Thus, effectively trained teachers should be in position to modify commercially acquired materials to meet users' characteristics/learning needs. They should be able to creatively design a medium that will be used in solving an educational problem, establish a desired attitude in some specific audience or a medium that could supply some specific audience certain information. Media production has been seen by Brown et al (1973);

Kemp (1980) as being carried out at about three successive and thoughtful levels. These levels are referred to as:

the cookbook construction or imitative level
 the adaptive construction level
 the original or creative inventive level
 Kemp (1980) sees the first level as

the "mechanical level" of media development where the designer only requires to follow simple instructions or direction. The second level, the adaptive stage is a step higher, for, the producer has to scout round for flat pictures or realia and integrates them into his teaching/learning processes.

The third level is the design stage. The producer has to be very innovative here so as to characterize his medium as original and creative or inventive. Media development at this complex level follow the system approach of A - D - E - model.

PURPOSE OF THE STUDY

The research envisages an increasing use of new information technology in the future. There is also a high probability of learning emphasis moving completely towards a more progressive or student centred approach in the 21st century. These anticipated developments in educational system and methodology should be adequately planned for from today. As Fagbulu (1982) noted, an effective educational technology must involved a clearly identifiable input by the local practitioners. Nigerian technological needs in the field of education can hardly be transferred from any where. They have to be developed within Nigeria. Teachers should be the catalysts in such development. Thus, the purpose of this study are:-

- To survey and describe Nigerian secondary school teachers training backgrounds for media development both during initial training and while in employment.
- To assess the secondary school teachers' competencies in media development at both the adaptive and inventive levels.

THE SURVEY

Four hundred and thirty four (434) secondary school teachers selected from four Federal controlled and sixteen state controlled secondary schools in Nigeria formed the sample for this study. Both the stratified random sampling and a systematic sampling techniques were used in selecting the required number of cases.

INSTRUMENTATION

The instrument was a set of questionnaire items designed in two main sections. Section A provided demographical information about the 434 respondents used. Section B was designed using open - ended and attitudinal scaling type of question. The scaling type of questions were structured on a 3 - point Likert style. The instrument was piloted for content and construct validity using twenty secondary school teachers from a state controlled College - Holy Family College - Abak, Awka Ibom State. It aimed at eliciting from the respondents their training background for media development and the usefulness of the training received.

ANALYSIS:

DEMOGRAPHY OF RESPONDENTS

Four hundred and thirty four (434) teachers took part in the study, eighty two (82) came from the federal controlled and three hundred and fifty two (352) came from the state controlled schools. Their years of teaching experience ranged from less than one year to ten years. They have various academic or professional teaching qualification with the following spread:-

- Nondegree (NCE) - 213 (50.1%)
- First degree (B.Ed, B.A. etc) 161(37.9%)
- Post graduate degree - 25 (5.9%)
- Others (PGDE,HND) - 26 (6.1%)

It has been proposed (NPE, 1981 p.39) that with a considerable improvement in the national economy, all NCE holders will teach at the primary school level. Thus the minimum basic qualification to teach at the secondary level is a first degree certificate. From the above data secondary schools are ill-prepared to face the challenges of the 21st century. The NCE holders constitute the majority of the secondary school training force. The situation is worse in state controlled schools where over 56% of the teaching staff are NCE holders. The situation is better with the Federal Government controlled schools though not ideal because a much higher proportion (76.5%) of their teachers have a minimum of first degree.

In effect, both types of school fall short of the desirable qualification for secondary school teachers as identified by the Federal Government. This difference in the staff qualification yielded a χ^2 value of 36.37 on a 3df with a p - level of 0.0000, making the variation very significant.

ANALYSIS AND DISCUSSION

Two hundred and sixty-four or 75-6% of the trained teachers attended courses in educational technology during their initial training session and are expected to be competent in media development. Some of the teachers though never offered educational technology as a course during their initial Teacher Training admitted that they had some training exposure elsewhere in media development.

Table I presents the number of teachers with training experience in media development in relation to their qualification.

TABLE I: TRAINING IN MEDIA DEVELOPMENT BY QUALIFICATION N=425
 TRAINING NON- FRIST POST OTHERS TOTAL
 EXPOSURE DEGREE DEGREE GRAD HND/

	NCE	BA/BSc, MA/ PGDE	B.Ed. MSc	MED,	MBA	
TRAINED	174 (81.7)	92 (57.1)	19 (76)	16 (61.5)	301 (70.8)	NOT
TRAINED	36	63	6	10	115	(27.1)
NO RESP.	3	6	0	0	9	

In terms of percentage of respondents trained in each major group, those with an NCE qualification are more likely to have received such training than those on any other type of course.

From table 1, it could be observed that more of the untrained teachers in media development are holders of first degree. Thus, teachers from the federal government controlled schools are more likely to be lacking in this professional training.

LEVELS OF COMPETENCE IN MEDIA DEVELOPMENT

The research listed specific types of media to elicit from the teachers those they could design and produce (that is from idea/analysis - the evaluation of the prototype) those they could adapt for individual/specific needs and those they would need some training on.

Teachers' competence in the development of the listed media is generally low. 50% of them claimed competence in only three types of media - posters (62.8%) charts (57.9%) and flashcards (50%). The development of media like charts, posters or flashcards demands little or no technological support and requires no specialized technical skills either. Only 9.7% of them claimed competence in the production of materials that involve the use of high technology hardware. Thus, the overall competence level of media development at the inventive or creative level is very low.

Similarly, the overall competence in media development at the adaptive level is equally low. The first seven types of media indicated by the respondents as those they could adapt requires no complex production facility/ equipment, yet less than 50% of them claimed competence in their adaptation for use. Print media - workbooks are the most frequently adapted materials by these teachers. These findings are suggestive of either lack of production materials/facilities to work with or training needs in these areas.

Training in Educational technology is one of the key areas of interest for the nation in foundation studies. This is reflected in section 9 and 10 of the National Policy on Education. It is stated that, "Government will introduce measures to enable teachers to participate more in the production and assessment of educational materials and teaching aids... and evaluation of technical innovation and new techniques..

(NPE, 1981 p.41)

In section 10 it further proposed the establishment of Teachers' Resource Centres for the development and testing of teaching materials. These two policy statements assumed that all teachers would have had an initial training in design, production, selection, utilization and evaluation of a variety of materials while at College and would therefore be in position to practice in a real situation what they had learnt in the laboratory. Again, this study has revealed that this is not the case in practice.

There are over thirty universities in the country and only few of them offer full training programmes leading to various qualifications in Educational Technology - these are the universities of Ife, Ibadan, Ilorin and Ahmadu Bello, Zaria. All other universities and Colleges of Education in the country either offer a three-credit hour course (36 - 70 contact hours) in Educational Technology for non-degree programmes like NCE, NND or PGDE and

degree programmes like B.Ed., BA/BSc.(Ed) or not at all. Still fewer universities like the Universities of Ilorin, and Calabar offer courses in Educational Technology to their MED. Students in other disciplines. A three credit hour course ranging between 36-70 contact hours is not adequate to make the pre-service teachers competent at media production or evaluation. In some universities like the Federal University at Uyo even the maximum three credit hour course load is shared with another course - the special teaching method. It is obvious in such cases that after the foundation topics like principles of classroom communication, meaning and scope of Educational Technology, Media Characteristics and classification etc, there will be no time left for design/production of creative materials. A thirty-six contact hour course in a highly technical subject like Educational Technology may therefore be considered inadequate to give the pre-service teachers enough confidence to develop and use instructional materials successfully after training.

These findings confirm Moore and Hunt's observation. They noted that many practising teachers actually lack the pre-requisite training for proper use of some educational innovations (Moore and Hunt, 1980). Teachers in this sample need frequent retraining to develop in them the required competence and confidence. They need to see regular display of new creation in their subject areas to influence their attitudes too.

USEFULNESS OF ALL THE TRAINING RECEIVED

Table 2: presents teachers' responses as regards the usefulness of the training in media development they received. Out of two hundred and fifty one (251) teachers who received training in media development during their initial teacher training (ITT) session, two hundred and eleven (211) representing 84.1% together with 89.3% of those who had their training as Inservice Training (INSET) activities (both award and non-award) rated the training they received as being very useful.

TABLE 2: USEFULNESS OF TRAINING IN MEDIA DEVELOPMENT BY TRAINING

Levels of Usefulness	TIME			INSET TOTAL
	ITT (Award Earning)	INSET (Non-Award)	INSET (Award)	
Very Useful	211 (84.1)	33 (86.8)	67 (90.5)	311 (85.7)
Fairly Useful	32 (12.7)	5 (13.2)	6 (8.1)	43 (11.8)
Not Very Useful	7 (2.8)	0 (0)	1 (1.4)	8 (2.2)
Not Useful at All	1 (0.4)	0 (0)	0 (0)	1 (0.3)
TOTAL	251	38	74	363

Note: There was provision for more than one response.

Considering the level of competency in media development attained by teachers in this sample, the rating of ITT experience by 84.1% of the teachers as useful sound

illogical. This could be due to lack of other comparative training as a standard or criteria for sound judgement. On the other hand he 90.5% who rated the training they received at seminar/workshop highly could be an indication of the usefulness of various in-service programmes to the professional development of serving teachers especially, as the teachers concerned may have acquired practical experiences in the field which made the training more concrete and relevant.

CONCLUSION

This study has revealed many gaps in educational provisions to the pre-service teachers. The federal Government anticipated the existence of such gaps in its teacher education and strongly recommended frequent retraining of teachers after their initial training. It urged that opportunities be provided so that every teacher at regular intervals may undergo all forms of in-service training. In practice, this too has not been systematically executed as it should be. Teachers need to be encouraged by both State and Federal Governments to develop instructional materials for their professional use by adequately supplying schools and media centres with facilities for media development.

Some teachers feel that competent local craftman should be called upon to handle mass production of instructional materials. This could be so but the actual design of the prototypes ought to be carried out by the teachers. The trend in developed nations as regards media development is not to overstretch the over-burdened classroom teachers, it is not to withdraw this role completely from the teachers either. Rather, classroom teachers have the opportunity of developing instructional materials while they are on secondment to the Teachers Centre. At other times they are engaged in Action Research and media are developed pleasurably without making the exercise a task.

In a survey conducted among five Teachers' Centres in Wales, England and Ireland, Ekpo (1989) observed that some categories of teachers designated "advisory teachers" were withdrawn from the classroom on periodic basis to serve at the Central Media Resource Centre or at the Teacher Centre. These teachers carry out research, design and produce instructional materials. They visit schools frequently to find out areas of needs, build confidence among practising teachers and carry out demonstrations with newly developed materials. They establish links between the schools and the local administration in charge of the schools. It is their duty to create forum for teacher - to teacher and teacher -to-researcher interactions. Instructional media prototypes are first produced by them before large scale production and circulation. Without adopting similar strategy in Nigeria it might be difficult to develop the required competencies in media development and without a definite government involvement in media development, teachers will fail to see the need to develop these competencies.

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