



Evaluation of Electronic Media Resources in the Teaching and Learning of Education Core Courses in Colleges of Education in Kaduna State.

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ABSTRACT

The impact of electronic media resources worldwide in the art of teaching and learning is indispensable and the most influential technology in classroom instruction in recent times. The lecturer's utilization of electronic media in the teaching and learning of education resources core courses to enhance teacher production is a good omen. To achieve this, research was carried out and three (3) research questions were formulated and answered: (i) Do teachers use electronic media resources to teach education core courses? (ii) How effective is the use of electronic media resources? (iii) Are education lecturers skilled in electronic media resources utilization in colleges of education in Kaduna State? Teachers Evaluation Questionnaire (TEQ) was used as an instrument for the study. The survey method was employed to obtain data and analyzed using weighted mean and ranking with the help of SPSS. The findings revealed that appropriate utilization of the resources constitutes major problems in the colleges. The study recommends among others the need to improve the provisions of electronic media resources in the colleges with massive training of the education lecturers in the utilization of the media resources for quality teacher's training in teacher training institutions.

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INTRODUCTION

Teacher training institutions in Nigeria are transforming into an ICT environment. Teachers are convinced that the instructional delivery process in an electronic media resources form is essentially different from conventional instructional aids in the classroom. The introduction of electronic media resources to access learning contents in form of audio-visual such as video player, projector, TV, radio and slide films facilitate teaching and learning in our institutions.

Smenkola (2007) find out that the field of educational technology in the classroom motion pictures as electronic media resources are relevant for teaching education core courses. Traynor (2003) asserted that electronic media stimulate students' positive attitudes in such areas as curriculum studies, psychology, philosophy and instructional, technology that their concepts appear difficult and complicated to understanding.

The teaching of education core courses requires these innovations to be properly put into use in colleges of education to facilitate teaching and learning and ensure effective training of young teachers. Osakwe (2010), discovered that lecturers perceived instructional technology aimed at providing theoretical and practical skills to teacher trainees in teacher training institutions. Vannatta (2004), revealed that lecturers perceived positive pedagogical knowledge and skills in teaching requires the utilization and appropriate application of electronic media resources to instruct effectively in the classroom. Adeyanju (2007) viewed that one indisputable fact is that education core courses have not only been central core subjects in the training of teachers but also an integration learner needs in the teaching profession. Minocha (2010) study revealed that despite gaining increasing importance of electronic media resources in the day-to-day teacher's effectiveness during lesson delivery, most

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lecturers are found ineffective inappropriate applications. Thus, the study evaluation of electronic media resources in teaching and learning of education core courses in Colleges of Education, Kaduna State is considered paramount and timely. To realize the purpose of this study, the following questions were postulated to guide this study:

- i. Do education lecturers perceive, electronic media resources to be utilized for teaching?
- ii. Are education lecturers ready to utilize electronic media resources for teaching?
- iii. Are educational lecturers skilled in electronic media resources utilization?

METHODOLOGY

A descriptive survey was employed for this study. All education lecturers in two colleges of education in Kaduna State (FCE,

Zaria and COE Kafanchan Gidan Waya) constituted the population in which 198 education lecturers were randomly sampled across schools of education and general studies. The instrument used to elicit the needed data from respondents was a 30 Likert scale items researchers' designed a questionnaire with content validity as well as a 0.85 reliability index after a test-retest pilot was conducted.

RESULTS

The result is presented in table 1-3 following each research question.

Research Questions One: Do Education Lecturers perceive electronic media resources to be utilized for teaching?

The data was analyzed with a weighted mean score and the result of the analysis was presented in table 1.

Table 1: Education Lecturers' Perceived utilization of Electronic Media Resources for Teaching and Learning

S/N	Items	No	Mean	Rank
1.	The use of electronic media resources would enhance my teaching effectiveness	198	3.68	1 st
2.	Electronic media resources utilization would make my teaching more interesting	198	3.64	2 nd
3.	I would utilize electronic media resources for my Teaching	198	3.50	3 rd
4.	The use of electronic media resources improves my performance as an education lecturer	198	3.20	4 th
5.	I would find electronic media resources flexible to actualize my teaching objectives	198	3.18	5 th
6.	Electronic media would enable my teaching to be dynamic	198	3.16	6 th
7.	I would find electronic media easy to utilize for my teaching	198	3.14	7 th
8.	Using electronic media resources would enable me to accomplish my teaching task	198	3.10	8 th
9.	Electronic media resources make my teaching liveliness	198	3.06	9 th
10.	Electronic media resources make my teaching clearer and understandable	198	3.02	10 th
	Weighted Mean Score		32.68	

Table 1 indicated that 198 respondents participated in this study. The benchmark weighted mean score stood at 25.00 and the mean score for the responses on education lecturers perceived utilization of electronic media resources for teaching is

32.68 which gives a positive indication. This implies that the majority of education lecturers perceived electronic media utilization for teaching.

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Research Question Two: Are education resources for teaching? lecturers ready to utilize electronic media

Table 2: Education Lecturer's Readiness to Utilize Electronic Media Resources for Teaching and Learning

S/N	Items	No	Mean	Rank
1.	I will like to learn about electronic media resources utilization for teaching and learning	198	3.80	1 st
2.	Electronic media will help my students to catch up properly	198	3.65	2 nd
3.	I am prepared to utilize electronic media for my teaching and learning	198	3.60	3 rd
4.	The utilization of electronic media will enhance my teaching	198	3.50	4 th
5.	I see myself utilizing electronic media for my teaching and learning	198	3.45	5 th
6.	I will like to utilize electronic media to teach	198	3.40	6 th
7.	I am interested in utilizing electronic media for teaching	198	3.38	7 th
8.	I demonstrate with the utilization of electronic media resources	198	3.36	8 th
9.	Students prepare to learn through electronic media resources	198	3.30	9 th
10.	I hardly utilize electronic media resources to support teaching and learning	198	3.12	10 th
Weighted Mean Score			34.56	

Table 2 indicates that 198 respondents participated in this study. The participants responded to 10 items that sought data on the education lecturer's readiness to utilize electronic media resources for teaching and learning was positive because the weighted mean score was 34.56 which is higher than the benchmark weighted mean score of 25. This implies that the majority of

education lecturers are ready to utilize electronic media for teaching and learning education core courses.

Research Question Three: Are education lecturers' skilful in electronic media resources utilization for teaching and learning education core courses?

Table 3: Education Lecturers Skillfulness in Electronic Media Resources Utilization

S/N	Items	No	Mean	Rank
1.	I can manipulate electronic media resources during teaching	198	3.40	1 st
2.	I have enough competency in the utilization of electronic media resources	198	3.30	2 nd
3.	I utilize electronic media resources to give assignment	198	2.80	3 rd
4.	I can interact with my students using electronic media resources	198	2.78	4 th
5.	I can utilize electronic media resources for tutorial	198	2.65	5 th
6.	Electronic media resources serve as a platform for discussion with my students	198	2.40	6 th
7.	Education core courses are well taught with electronic media resources	198	2.31	7 th
8.	The lecture presentation is better with electronic media resources	198	2.25	8 th

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S/N	Items	No	Mean	Rank
9.	I can effectively utilize all form of electronic media resources to teach	198	2.20	9 th
10.	Concepts are well understood with electronic media resources	198	2.10	10 th
11.	Weighted Mean Score		26.19	

198 participants responded to 10 items in response to question 3 as revealed in table 3. The weighted mean score was 26.19 for responses on education lecturers' skilled in electronic media utilization in teaching and learning which was higher than the benchmark weight mean score of 25.00. However, the difference in weighted mean scores of table 3 (26.19) compared to table 1 (32.68) and table 2 (34.50) with lower weighted mean score implies that many education lecturers are not skilled to utilize electronic media resources.

FINDINGS

- i. The majority of education lecturers are ready to utilize electronic media resources for teaching and learning education core courses.
- ii. The majority of education lecturers perceived electronic media resources to be essentially utilized for teaching and learning education core courses,
- iii. Not all education lecturers are skilful in electronic media resources used for teaching and learning education core courses.

DISCUSSION OF FINDINGS

The findings of this study revealed that the majority of education lecturers perceived electronic media resources as useful for teaching and learning education core courses. This aligns with Smankola (2007), who found that education lecturers using technology motion pictures to facilitate teaching and learning, create better participatory engagement, student's interaction in the classroom. Traynor (2003) found benefits of utilizing electronic media resources as part of practical activities in teaching and learning.

Other findings of this study indicated that the majority of education lecturers are ready to utilize electronic media resources for teaching and learning. This finding was in line with Osakwe (2010), that lecturers perceived the integration of instructional technology

provide theoretical and practical skills to teacher trainees in institutions. Vannatta (2004) added that lecturers also perceived their readiness for the utilization of electronic media for effective instruction in the classroom.

The finding of this study further revealed that not all education lecturers are skilled in electronic media utilization in teaching. This finding was in line with Minocha (2010) that found that most lecturers are found ineffective inappropriate applications of electronic media resources in teaching and learning.

CONCLUSION

This study concluded that the ineffectiveness of education lecturers to skilfully utilizes electronic media resources create a gap in ensuring its usage in teaching and learning. However, the study established that education lecturers are willing to utilize electronic media resources in promoting effective teaching of education core courses in colleges of education in Kaduna State and other teacher training institutions in Nigeria.

RECOMMENDATIONS

1. Education lecturers could be stimulated to embraced and utilize electronic media resources in the colleges through adequate provision of facilities and other gadgets.
2. Collaborative efforts should be put in place between the college ICT unit and the centre of educational technology to enhance the utilization of electronic media resources for teaching purpose.
3. Education lecturers should be adequately trained through workshop, seminar and conferences on the usage and application of electronic media resources in teaching and learning.

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