

1990	339,718	17094	4.29	14566	43.96	23.05	67.01	32.99
1991	299,323	54,011	17.15	51330	32.97	18.49	51.46	48.54
1992	JK) 5 > 5 2 6	22,562	3.35	13604	34.38	20.60	54.98	45.02
1993	443,841	28,116	5.11	18145	57.23	15.30	72.53	27.47
1994	480,513	62,996	J 2 . 5 J L	58790	32.62	17.56	50.18	49.82
1995	434,315	34,757	5.89	23372	46.01	19.28	65.28	34.72
1996	516,196	67,207	11.79	60,837	26.89	15.99	42.88	57.12
1997	622,433	72,823	10.64	66214	23.11	17.36	38.48	61.52
1998	640,626	65386	9.51	56288	21.41	17.55	38.97	61.03
1999	761,088	70597	8.14	60348	24.83	19.32	44.14	55.86
2000	877,549	47709	3.07	25,092	32.80	21.73	54.54	45.46
2001	452,608	30784	4.54	18614	22.80	19.08	41.88	58.32
r2002~	925,289	66841	5.88	54365	27.76	25.11	52.87	47.13
2003	1,004,319	42274	2.35	41577	62.92	12.52	75.44	24.56
2004	643,378	42036	5.50	35379	23.95	18.04	41.99	58.01

Sources: WAEC Research and Statistics Unit, Lagos.

Table 1 shows the number of candidates enrolled for school certificate examination for a period of fifteen years. During the period candidates who sat for history were less than 20 percent each year. The percentage of students who sat for History was as low as 3.07 in 2000 and 2.35 in 2003. For a candidate to have the minimum grade for university admission in any subject, he/she must have a credit pass or above. The implication is that students with grades 7-9 have failed to obtain the basic university requirement. The table shows that over 50 percent of students who sat for History scored credit and above in only 1993 (57.23) and 2003 (62.92). In the other years, more than half of those who sat for History failed to obtain credit pass necessary for university admission. Over 70 percent of candidates who sat for history failed to obtain this minimum requirement in 1996 (26.89 passed), 1997 (21.11 passed), 1998 (21.41 passed), 1999 (24.83 passed), 2001 (22.80 passed), 2002 (27.76 passed) and 2004 (23.95 passed).

Many reasons have been advanced for the low enrolment and poor academic performance of students in History. Fawole (2006) observed that the low enrolment and the deterioration in students' achievement in history must have been contributed to by the poor method of teaching the subject in the school. Osokoya (2006) observed that History teachers in Nigeria depend mostly on lecture method which makes History lessons boring and uninteresting. Adeyinka (2002) laments that the frequent use of lecture method for teaching History in Nigeria does not provide for sequence of learning experiences. The foregoing therefore underscores the need to explore other teaching approaches that would enhance and facilitate understanding and acquisition of the knowledge of what is being taught and possibly encourage higher enrolment of students. Educational technologists are of the view that video-taped instruction has high potential in the teaching and learning situation (Kozima, 1991; Abimbade, 1997; Abubakar, 2001). Curzon (1991) affirmed that video-taped instruction like some other audio-visual aids can multiply and widen the channels of communication between the teacher and the students.

Furthermore, Agomrnuoh and Nzewi (2003) reported that video-taped instruction has the qualities of providing a semi-permanent, complete and audiovisual record of events. They also claimed that it is a method that has the potentials of increasing the probability that students will learn more, retain better and thus improve performance. Adams (1990) is of the opinion that video-taped instruction is one of the most influential of all the media for teaching as a result of its power of both sight and sound. In his own contribution, Erickson (1965) asserts that videotaped instruction reduces abstractions as well as boredom among students in the classroom. In the same vein, Barford and Weston (1997) reiterated that the benefits of colour, sound and motion attached to video-taped package will be of interest to students who are the target of the study. This view is in agreement with Chambers (1997) when he asserts that fun and entertainment are natural ways through which students learn and this could be provided by video-taped instruction.

Empirical studies in Nigeria involving video-taped instructional strategy have been limited to the teaching and learning of the Sciences, Mathematics and English Language (Salawu, 1999; Aiyelaagbe, 1998; Ajeyi -Dopemu, 1985; Aremu, 1992; Ibode, 2004). This study attempted to determine the effect of video-taped instruction on the teaching of History. Literature has also

established that video-taped instruction has greatly improved the performance of children with special needs and slow learning abilities (Okwo, 1994; Mitchell, 1994; Aremu, 1992). If this is true, then it should be able to produce better results in students with normal learning abilities which are the target of this study.

The influence of gender in students' academic achievement had been a major concern to educational researchers for long, yet no consistent result had emerged. Khan (1980) and Ojogan (1990) reported that gender had no significant influence on achievement while Erickson (1965), Ocho and Adams (1990) reported otherwise. The situation therefore sustains the curiosity of researchers and thus makes it necessary to understand how achievement may be influenced by gender and video-taped instruction.

Hypotheses

The following hypotheses guided the study:

1. There is no significant difference in the mean achievement scores of students taught history with video-taped instruction and those taught with the conventional/traditional method.
2. There is no significant difference between the mean achievement score of (a) male and (b) female students taught history with video-taped instruction and those taught with conventional /traditional method.
3. There is no significant interaction effect of the teaching method and gender in students' history achievement.¹

Methodology

Design: The study adopted the quasi-experimental research design. Specifically, the study was non-randomized pretest, post-test control group design. The design was chosen because intact classes were used instead of randomly composed samples.

The diagrammatic representation of the design is as shown:

0₁ X₁ 0₂ Experimental group

0₃ X₂ 0₄ Control/conventional group Where 0₁ and

0₃ represent pretest

0₂ and 0₄ represent post test X₁ represents treatment

(Video-taped instruction) X₂ represents treatment

(Conventional method)

Sample and Sampling Technique

A multi-stage sampling technique was employed. Firstly, a purposive sampling technique was employed to sample Ibadan North Local Government Area (LGA) since it was the LGA that has the highest number of co-educational secondary schools in the state. The LGA has 22 secondary schools. Also, a stratified sampling technique was employed to sample four co-educational secondary schools in Ibadan North LGA. The schools in the LGA were first stratified according to the age of the school, number of History students in the school and number of years the school has presented students for the Senior School Certificate Examination (SSCE). A simple random sampling technique was used to select four schools and intact classes of the four co-educational secondary schools were used. Two of the schools were designated experimental and control groups respectively. A total of 92 history students formed the sample for the study.

Instrument for Data Collection

The only instrument used for data collection was History Achievement Test (HAT). The HAT consisted of eight essay questions developed by the researcher on the units used in the study. The instrument was face and content validated by experts in Measurement and Evaluation by adhering to the table of specification in the final selection of HAT items. A Pearson Product Moment coefficient correlation of 0.75 was used to establish the reliability of HAT using a test retest procedure on a sample similar to the subjects of the study.

Procedure

Four lesson plans and four video-taped instructional guides were prepared by the researcher on four topics in Senior Secondary II third term History syllabus for instruction. The treatment

conditions for the study were teaching using the conventional and video-taped methods and each lasted for four weeks. The regular History teachers in the selected schools were used for the study after receiving training from the investigator. The experimental group was taught the topics using the video-taped method. This involved viewing, reviewing, preserving, transmitting and retrieving information on the units taught. The control group was taught the same topics using the conventional method. In using this method, the regular History teachers delivered the pre-planned lessons to the students with or without the use of instructional aids.

The History Achievement Test was administered as a pretest and the scores noted before treatment commenced. Immediately after the treatment, the History Achievement Test was re-administered as a posttest to the students and their scores noted.

Data Analysis

The null hypotheses were tested at $p < .05$ probability level using the t- test and Analysis of Covariance (ANCOVA). Pretest achievement scores were used as covariates. **(i) Students achievement based on the type of teaching-learning strategy (Hypothesis one).**

Table 2:
Mean, Standard Deviation, t-test comparison of Post-test scores based on treatment

Instructional Strategies	N	Mean	Standard Deviation	T obtained	t critical	P
Videotaped instruction	44	25.30	3.54	6.31	1.92	0.05
Conventional	48	20.12	4.28			

The t-value estimated (obtained) is greater than the critical t- value, the null hypothesis is therefore rejected. There is indeed significant difference between the mean score of students taught History with video-taped instruction and those taught with the conventional/traditional method.

(ii) Comparison of students' achievement based on gender and type of teaching-learning strategy (Hypothesis two).

Table 3:
Mean, Standard deviation, t-test comparison of post-test scores of male History students based on method of instruction.

Instruction Strategy	N	Mean	Standard deviation	T obtained	T critical	P
Video-taped	18	25.82	4.52	2.27	1.96	0.05
Conventional	22	22.48	3.82			

The t-value estimated (obtained) is greater than the critical t- value, the null hypothesis is therefore rejected. There is indeed significant difference between the mean score of male students taught History with video-taped instruction and those taught with the conventional/traditional method.

Table 4:
Mean, standard deviation, t-test comparison of post-test scores of female History students based on method of instruction.

Instructional strategy	N	Mean	Standard deviation	T obtained	T critical	P
Video-taped	26	26.26	3.16	2.23	1.35	0.05
Conventional	26	23.75	4.12			

For hypothesis 2b, the t-value estimated (obtained) is greater than the critical t-value, the null hypothesis is therefore rejected. There is indeed significant difference between the mean score of female students taught History with video-taped instruction and those taught with the conventional/traditional method.

**Table 5:
Summary of Analysis of Covariance (ANCOVA) of students' Post Achievement scores
By Teaching Methods and Gender**

Sources of variation	Sum of squares	DF	Mean square	F	P
Covariates	19.24	1	19.24	2.15	.17
Main effects	325.63	3	108.54	11.23	.00*
Teaching method	309.84	1	309.54	19.74	.00*
Gender	171.85	2	85.93	9.61	0.617
2-way Teaching method / Gender	86.74	2	43.37	1.23	.341
Explained	988.62	6	164.77	2.65	.00
Residual	1882.96	85	48.28		
Total	2871.58	91	63.81		
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Explained	988.62	6 85	164.77	2.65	.00
Residual	1882.96		48.28		
Total	2871.58	91	63.81		

*Significant at $p < 0.05$.

Table 5, shows the data for the analysis of co variance of History students by treatment

(videotaped instruction) and gender. There is significant main effect of teaching method on all the students ($F_{j,9i} = 19.24$; $p < 0.05$). There is no significant main effect of gender on students' achievement in History ($F_{2,9j} = 9.61$; $p > 0.5$).

There is no significant 2-way interaction effect of teaching method and gender.

With this result, hypothesis three is therefore not rejected. There is actually no significant interaction effect between the teaching method and gender in students' History achievement test. The data were however subjected to the Multiple Classification Analysis (MCA) and the result is shown in table 6.

Table 6:
Multiple Classification Analysis of post Test Achievement Test scores by Treatment and Gender

Variable category	N	Unadjusted Deviation	Eta	Adjusted Independent	Beta
Treatment					
Videotaped	44	3.51	.47	2.78	.57
Conventional	48	4.12		-2.78	
Gender					
Male	40	4.50		.24	
Female	52	3.21	.16	-.24	.08

Multiple R = .233

Multiple R square

.054

From the MCA, the treatment alone is able to account for 32.49% (0.57^2) of the variation in students achievement in History. The beta value of gender influence is 0.08 indicating that only 0.64% (0.08^2) of the variation in students (generally) can be accounted for by gender. Significant interaction effect of treatment and gender is therefore not feasible. The hypothesis on interaction effect is therefore not rejected.

Discussion

The mean achievement score of students in the experimental group was higher than that of the control group. Students taught with video-taped instruction performed better than those taught with the conventional method. This result has established that teaching methods were significant factors on students' achievement in history.

The significant difference may be as a result of the ability of the video screen to provide more concrete representations of concepts which may be taught in abstract in the regular history class. The video-taped instruction also had properties like setting the picture in slow motion, flashing on the concepts severally in order to highlight them. All these properties can help students recall what they were taught. The results of the study was in line with Akinpelu (1993), Ajelabi (1998), Salawu (1999), Abubakar (2001), Agommuoh and Nzewi (2003) who indicated that students taught using video-taped instruction performed significantly better in achievement than those taught using the conventional/traditional method. In the case of gender, the mean scores of both the male and female students in the post test increased from what they were in the pretest for the experimental and control groups, however, the increase were not very significant. The result of the ANCOVA statistical analysis run as shown in table 4 revealed that gender was not a significant factor on students' achievement in History, when video-taped instructions are used. This result agrees with the findings of Khan (1980), Agun (1982) and Ojogan (1990) which indicated that there was no significant difference between the achievements of male and female students in History.

Recommendations

Based on the findings of this research, it is hereby recommended that secondary school history teachers should practice the use of viewing programmes on video-tapes as part of their

teaching methods. In addition, authors of History textbooks and publishers should emphasize on the use of video-taped instruction in their textbooks. Furthermore, Ministries of Education, School Management Boards as well as professional educational bodies should arrange seminars, workshops and conferences on the training of History teachers on the use of video-taped method in the Nigeria secondary schools.

Conclusion

Students taught with the video-taped instruction achieved better than students taught with the conventional/traditional method. Achievement was greatly improved by the use of video-taped instructional approach in teaching History. The mean achievement scores of both male and female students were greatly improved on the use of video-taped instruction establishing that the use of video-taped instruction is independent of gender.

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