

Implication of Photo-series Instructional Packages on Personal Hygiene among Junior Secondary School Students in Offa Local Government Area, Kwara State

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Abstract

The study assesses the implication of photo-series instructional packages on personal hygiene among junior secondary school students in Offa Local Government Area, Kwara State. The study carried out due mass failure in health education aspect of physical and health education subject in Junior secondary school examination and poor attitude of students towards personal hygiene is becoming alarming which makes it difficult striving for teachers to solve through different approaches. Therefore, photo-series instructional packages stand in the position to fill the gap. The gender influence was also examined. Sample comprised of 71 students from two secondary schools assigned to the experimental and control groups. Quasi-experimental design of post-test design was employed for the study. The experimental group was taught with photo-series instructional packages (PIP) and the control group was taught using conventional method. Researcher's designed Personal Hygiene Achievement Test (PHAT) was used for the study. The formulated hypotheses were tested at 0.05 level of significance with ANCOVA analysis. Finding favoured the photo-series group indicated significant differences in the performance of students and also on gender there was no significant difference. It was recommended among others that, Physical and health education teachers should endeavour to use photo-series instructional package in their lessons especially in teaching personal hygiene and all related topics in health education.

Key words: Instructional packages, Photographic, Health Education, Personal Hygiene, Gender.

Introduction

Education is continue and constant development in diverse ways. Educational technology has contributed great role in adding strong quota to teaching and learning procedure, situations, abilities, potentials, needs and characteristics of learners (Sewidan & Al-Jazar, 2007). Whereas, various technological inventions have globally assisted to prove, reshape, redress and help learners in systematic and dynamic way to the understanding of the world today (Mbah, 2013). Technology is a vital tool, as well as important means by which modern educational setting was developed, it also adopts practical application tremendously based on mutual interactive and collaboration within the learners' environment. This is based and focused on the role of the students through interactive activities in an atmosphere of learning (Bagabas, 2016).

According to Larson, Ciliberti, Chantler, Abraham, Lazaro and Venturanza (2004), instructional package is made up of a number of programme implements, technology inventions and electronic elements that are well planned, designed and for implementation for teaching and learning. Lappan, Phillips and Fey (2007) submitted that instructional packages are the learning process and resources available, for instructional implementation purposes through the teaching method from the instructors to the learners. This definition covers a wide range of materials describing the intended curriculum: the teacher's aim, goal and objective expected to give and the learning resources available to achieve the specified goal. It also refers to availability of resourcefulness collected via online, to added existing textbooks, the prescribed activities in the books, and specific given resources suggested by school the prescribed authority. Odewumi and Falade (2015), submitted that instructional media are a very familiar medium to students but helps the students greatly. It sustains learners' attention and maintains students' interest in the specific given tasks of principles, theories and concepts. Learners are exposed to these theories and concepts in reality. The media in the classroom promotes active collaborative learning and this in turn enables learners to see concepts and new ideals through the sense of sight. Students' exposure are widened beyond their worlds, especially with the instructor complimenting the teaching with uses of photography as a resource.

Olanrewaju (2003), explained that photo-series instructions are of photographic devices that assist an instructor in the teaching-learning process. They are teaching methods as well as instructional resources. In essence they are instructional aids that are self-supporting; they are supplementary and reinforce the teaching and learning. It is of paramount importance that instructors need to learn how to effectively use photography to achieve a stated goal. Although, Photography is the image that mirrors reality, it is mostly of art as well as science in nature but captures and reproduces visuals and images with accuracy. It is a means of keeping records of catching and freezing; movement, scene, smile, and creating opportunity to revisits or look back at it. Photography promotes instruction in an interesting way. This is done directly by means of slides, movies and other visuals (Dawn & Joan, 2011). Photography is process the ability of high production quality capable of showcasing different ideas and thus developing quantitative logic in learners, it also offers equally the cognitive and affective scholarship experiences. Ball and Smith (1992), emphasised the importance of photography in education as promoting superfluous learning with colours and visuals, as well as visually stylish due to increase more in technology. Photography in education for learners involves copying, reading visual images and the negatives of photography may be used to reduce or enlarge incorporated graphical, textual material and wall charts that is in line with suitable captions and can form useful instructional materials in their own. Such series are suitable for use in programmes designed for individual and collaborative study.

Ellen and Hatcher (2012), submitted that using photographs to impact knowledge invariably creates a direct, sensory connection of instructor to learners and their subjects. This reflects in a new level of interest and attention. It also takes into students superior levels of visual literacy over others. The teaching with photographs promotes originality which in turn contributes to the reality and prompts the learners to learn from the sources. It upholds students' interest, creates an excitement opportunity for learners to discover the already natural skills and knowledge. However, researches confirmed the positive of photography in teaching of the following disciplines; Clinical nursing practice and research (Riley & Manias 2004; Dawn & Joan, 2011). Social Science, Anthropology and Sociology (Morohunfolo, 1983). Fine arts (Olanrewaju, 2003). Physics (Klau, Joseph & Michael, 2013).

Worku and Argaw (2004) defined personal hygiene as keeping clean always of our body, our teeth, our hair, our clothes and our genital. This is the mechanisms utilised to break disease transmission. It assists individual to have a good aesthetic value, a good postural figure and better living style. The authors further explained that personal hygiene as a measure taken by individual to promote personal cleanliness so that transmission of diseases is prevented. It has been an effective solution in protecting the health of communities and individual. George, Mei, Barbara, Douglas, Stephen and Bao-Ping, (2006) opined that personal hygiene is a common risk factor for various infection.

Personal hygiene is one of the most effective ways to protect oneself and others from illness. It is the set of practices or behaviours that must be done on daily basis starting morning to sleeping time to protect and promote our health and to stay healthy. Personal hygiene involves different healthy habits such as bathing, keeping the mouth clean and washing of hands to keep infectious germs away from our bodies and to promote healthy living. Cleaning of clothes and keeping one's immediate surroundings clean are also important aspects of good personal hygiene. Some of the benefits of personal hygiene include the followings; prevents the spread of communicable diseases, prevents the body from having bad odour or smell, increases self-confidence and esteem, gives the body a better appearance and promote good relationship with people (Ogumwale, Olaitan & Taiwo, 2014).

Esiobu (2011) explained that, gender equity is defined simply as the process of being fair to both sexes according to their respective needs. Gender equity ensures that all students irrespective of gender, age, culture, ethnic background or disabilities have the support and opportunities they need to become successful, feel respected, challenged to reach their full potentials in life as of right and not of privilege. Yet, whenever inequity exists as in the science classroom, it is often the females that are mostly disadvantaged. Provision of equal education access to all irrespective of differences of any kind. Absence of equity in the science classroom and other discriminatory practices and bias been implicated in women and girls under representation and under achievements in the science class.

Statement of Problem

Mass failure in health education in Junior Secondary School Examination and poor attitude of students towards personal hygiene is becoming alarming. One major reason for this poor performance might not be separated from the abstract nature of the course as observed by (Odewumi and Falade, 2015). The solution to this can be through teacher's method of instruction and utilising or combining appropriate instructional materials. This will contribute a long way to ameliorate and assist the teacher to meet individual differences and disseminate meaningful learning outcome to the learners via instructional media that appeal to different senses (Morohunfola, 1983). Therefore, photography as an instructional material combines image and colour. It also promotes learning through the sense of sight. What students hear can easily be forgotten, but what they see cannot be easily forgotten and will last longer in their memory. In essence, the extent to which the photo-series can enhance instructional delivery particularly among the Junior Secondary School in Nigeria is still unknown. Therefore the study sought to identify the effect of photo-series instructional package on the personal hygiene of junior secondary school students in Offa Local Government Area, Kwara State. The study further examined gender influence on the performances of students taught with photo-series instructional packages.

Research Questions

1. What is the difference between the mean score of learners taught using photo-series instructional package and those taught using the conventional teaching method.
2. What is the difference between the mean score of male and female learners taught using photo-series instructional package and those taught using the conventional teaching method

Research Hypotheses

The following two hypotheses have been formulated to guide the research study in line with aforementioned research questions:

1. There is no significant difference between the mean score of learners taught using photo-series instructional package and those taught using the conventional teaching method.
2. There is no significant difference between the mean score of male and female learners taught using photo-series instructional package and those taught using the conventional teaching method

Methodology

The study utilised Quasi-experimental of post-test design group. Two public junior secondary schools students were purposively selected for this study in Offa Local Government Area. The samples for the study were 71 students made up of 35 males and 36 females selected. An intact JSS II, Physical and Health education class was randomly selected from each of the schools being classified under categories of school. The intact classes were assigned to the experimental and control group by balloting. The Photo-series Instructional Package was developed by the researcher and was made up of topics on the personal hygiene. The photo slides were validated by three experts in Educational Technology Department from the University of Ilorin and two Health Education lecturers. A Personal Hygiene Achievement Test (PHAT) was adapted from the validated NECO Junior Secondary School Physical and Health Education past questions.

Despite the validation of the instruments, the need to revalidate is necessary to obtain useful suggestions, modifications and constructive criticisms on the instruments. Therefore, the research instrument was given to two lecturers in the Department of Educational Technology, University of Ilorin and two Lecturers in the Department of health promotion and environmental health education, faculty of education, University of Ilorin. Based on their comments and suggestions, the final draft was made. Therefore, the reliability of the instrument using test-retest method yielded 0.79r. The selected topics were taught for four weeks after the administration of a pre-test. The experimental group was taught using the computer to project the scan photo-series of the topics in stages, while the control group was taught using the conventional method. At the expiration of the four weeks treatment period, a post-test was administered and t-test was used in hypotheses testing at $P \geq 0.05$ levels of significance.

Findings and Discussion

H_{01} : There is no significant difference between the mean score of learners taught using photo-series instructional package and those taught using the conventional teaching method

To test this hypothesis, analysis of covariance (ANCOVA) statics was used to compare the post-test means of learners taught using photo-series instructional package and those taught using the conventional teaching method. The hypothesis was tested at 0.05 level of significance as shown in as co.

Table 1: ANCOVA comparison of the post test Mean Scores of learners taught using photo-series instructional package and those taught using the conventional teaching method as pre-test serving as covariates

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2820.590 ^a	17	165.917	77.528	.000
Intercept	1688.314	1	1688.314	788.895	
Post test (A)	.368	1	.368	.172	.683
Post test (A)	2744.710	16	171.544	80.157	.000
Error	36.382	17	2.140		
Total	43726.000	35			
Corrected Total	2856.971	34			

a. R Squared = .987 (Adjusted R Squared = .975)

Table 1 indicates that the calculated F value of .80. 0 is not significant because the significant value of .000 is lower greater than 0.05 alpha levels. The result implies that there is significant difference between post-test mean scores of learners taught using photo-series instructional package and those taught using the conventional teaching. That is, learner scores t differ significantly. Therefore, the null hypothesis was not accepted.

Ho2: There is no significant difference between the mean score of male and female learners taught using photo-series instructional package and those taught using the conventional teaching method.

To test this hypothesis, analysis t-test statics was used to compare the male and female students taught using photo-series instructional package and those taught using the conventional teaching method at 0.05 level of significance.

Table 2: t-test statics was used, to compare the male and female students taught using photo-series instructional package and those taught using the conventional teaching method

Variables	No	Mean	SD	df	f	Sig.
Male	35	33.9	9,1	69	.009	.958
Female	36	34.0	9.0			

Table 2 indicates that the calculated F value of 1.84 is not significant because the significant value of .669 is greater than 0.05 alpha levels. The result implies that there is no significant difference between post-test mean scores of the male and female learners taught using photo-series instructional package and those taught using the conventional teaching method at 0.05 level of significance, that is, male students' scores did not differ significantly. The hypothesis was therefore rejected. To ascertain where the significant differences lies the means scores of females' students with clay (52.0) performed slightly better than male students (72.0).

Discussion of Findings

The results of the hypothesis 1 shows that the performance of learners taught personal hygiene using photo-series instructional package and those taught without have significance differences. More so, the hypothesis 2 on gender, revealed the male and female learners taught personal hygiene using photo-series instructional package.

The performance of learners taught personal hygiene using photo-series instructional package and those taught without have significance differences. The finding agreed with Robin and Manias (2004), whose study concluded that photography clarifies and promotes understanding in research among the students. The findings conform to the conclusion of Michael (2011), who revealed that photography and video as having importance in strengthening the academics of learners and having significant impact in promoting learning. Also, the findings agreed with the study conducted by Newburya, and Hoskinsa (2011), that revealed the supremacy of photograph in elicits positive clinical practice and opens up the counselling relationship to bring knowledge to the door steps of the clients. Also, the finding was consonance with the study by Gana (2013), who revealed that students in experimental group performed better than those in control group when taught technology invented tools.

This finding supported Dawn and Joan, (2011) who submitted that photographs are powerful communication tools which can convey an added depth of feeling, understanding and concrete visual in research. It has the potential to provide great insight into life experiences through photography. The findings hold up by the findings of Denzin (2001) and Rose (2005), mentioned that photography is extensively influence learning. In essence, since there is significant difference in the performance of learners taught personal hygiene with photo-series instructional package and those taught without have significance differences, it can be concluded that photographs provided richer and powerful expressions that elicits positive response in learning.

On the hypothesis 2, the finding revealed that there is no significant difference in male and female student performances when taught with Photo-series Instructional Packages and conventional method. The finding is in agreement with the study of Thomas (2007) that confirmed that Photographs promote gender identity, but however, negates the findings of Pink, (2005) and Schwartz, (1992) whose stressed that photography expresses realities, feelings, perceived and interpreted differently by boys and girls. The finding, however, favour the findings of Holms (2008) which supported girls using photograph more that boys and that they took of each other and presented themselves as happy and playful.

The finding is also in support of Ezekoka, and Okoli, (2012) who discovered that female students performed better when exposed to technology tools. And also the study negates the finding of Umar (2011) and Fagbemi (2013) who asserted that gender have no effect on the performance of students when taught with technological devices. It could therefore be inferred from the findings, that there were no important variation between male and female students when they are exposed to technology invented tools.

Conclusion

The result of the study brought about the following;

The effect of using the photo-series instructional package and conventional method of teaching is positive and effective in teaching of personal hygiene. The use of the photo-series instructional package has helped provided empirical basis for maximizing classroom teaching and learning of personal hygiene personally and collaboratively. The photo-series instructional package has given both the male and female students the ample opportunity to study at their

own pace. It was evident from the research work that the group taught with photo-series instructional package performed significantly higher than those taught using conventional method. Gender was not a factor that could have annulled the positive effect of the use of photo-series instructional package as it bridges the gap between male and female students.

Recommendations

Based on this study, the following recommendations were made:

- (i). Physical and health education teachers should endeavour to use photo-series instructional package in their lessons especially in teaching personal hygiene and all related topics in health education
- (ii). Nigerian public schools should be equipped with necessary photography equipment and facilities to leverage the potentials of technology in schools.
- (iii). Government should ensure the training of teachers through organizing seminars and workshops in the technology of photography.

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