

## ASSESSMENT OF FACTORS INFLUENCING LECTURERS' SELECTION OF TEACHING METHOD IN TEACHING AND LEARNING IN HIGHER INSTITUTIONS IN BAYELSA STATE

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### ABSTRACT

Quality teaching is ensured by the method that is most appropriate for the attainment of the specific educational goals for a course. This study, therefore, is aimed at assessing factors influencing lecturers' selection of teaching methods in Higher Institutions in Bayelsa State. The study adopted a descriptive research survey on a sample of 83 through a stratified sampling technique. A self-designed questionnaire, which was validated through the face and content validity as well as was made to obtain coefficient reliability of .70, was used to obtain data. Results showed that Lecture method (82%) was the most frequently used teaching method and followed by the discussion method (78%) and demonstration (77%). Meanwhile, innovation, storytelling, team teaching and problem-solving had 52%, 65%, 53% and 61% respectively while field trip and discovery had 22% and 42% respectively. Also, the study determined that physical, social factors and psychological factors influence selection of teaching methods at the rate of  $2.65 \pm .87$  (75%),  $2.63 \pm .82$  (66%) and  $2.89 \pm .87$  (72%) respectively. The study further revealed that there was no statistically significant difference between means of physical and social factors on influence in the selection of teaching methods while there was a significant difference between psychological factors and others. The study concludes that factors influencing lecturers' selection of teaching method can be grouped into three namely social, physical and psychological hence the study among others recommends that management of the institution should contact educationists to organize a symposium, seminar, workshop, etc. on techniques lecturers' appropriateness of selection of teaching method, especially on practical courses.

**Keywords:** Teaching, Learning, Teaching Methods, Social Factors, Physical Factors and Psychological Factors.

### 1.0 INTRODUCTION

Quality assurance and control in higher education had become indispensably inevitable to showcase the ideals and philosophy of education in Nigeria. It is at this instance that tertiary institutions have been using different mechanisms in order to maintain the quality of research training and services including teaching in the classroom and by implication providing policy

in order to maintain and enhance academic standards and processes (United Nations Educational, Scientific and Cultural Organization, 2013).

Consequently, the era of globalization and postmodernism had plunged higher institutions' quest to maintain resource centres to enable the preservation of training resources to meet the accreditation standard for the educational programs. Teaching aids are those things that enable the teacher to do his/her work well and helping the learners to learn electively (Eliasu, Abubakari, & Jatuat, 2016). This denotes that in order to achieve optimal understanding for learners teaching methods should be applied some of which includes discussion, Demonstration method, problem-based method, play-way method, experimental project method and simulation method, etc.

Again, other studies had revealed that quality of resources, physical facilities and human resources influence quality teaching and learning (Okongo, Ngao, Rop, & Nyongesa, 2015). This suggests that identification of an appropriate method of teaching is a necessity to quality education. Quality education is measured mostly by the performances of the learners or students. It implies that to ascertain a quality education, it is almost unavoidably to emphasize the use of appropriate teaching methods. Also, as the educational system holds more on entrepreneurship and skill-oriented learning it becomes imperative for the use of appropriate teaching methods that would enable students to adopt practical skills.

It is crystal clear that lecturers choice of lecture methods is never been automatic but is subject to the influence of some factors which in other studies, especially in the secular institutions, have considered factors varying from infrastructural to socio-psychological factors. Therefore this study was to assess the factors influencing lecturers' selection of teaching methods in Higher Institutions using Bayelsa State College of Health Technology Otougidi, Ogbia Town as case study. Against this background, the study was guided to:

- Identify types of teaching methods adopted by lecturers in the institution
- Determine physical factors influencing lecturers' selection of teaching methods in the Institution
- Determine social factors influencing lecturers' selection of teaching methods in the Institution
- Determine psychological factors influencing lecturers' selection of teaching methods in the Institution
- This study also tested the following null hypotheses at .05, an alpha level of significance viz:
  - No gender difference in lecturers' choice of lecture methods
  - No significant difference in factors influencing lecturers' selection of lecture methods

## 2.0 LITERATURE REVIEW

### 2.1 Conceptualization of Teaching Methods

Teaching is the art of unleashing the potentials that are inherent in the recipient, so as to draw out knowledge from the student. It consists of the learner, the content and the teacher (Lateju,

2016). In teaching and learning these elements interact with one another and methods bring them together at any time of teaching and learning. The ability to do this involves making a choice of the most appropriate strategy that would ensure optimal assimilation of the instructive materials from the giver. Students have of course shown that the degree of assimilation of students correlates to the method of instruction, though two main approaches to teaching the teacher-centred and student-centred have dominated interaction in class rooms and captures the various methods that students can learn, the important decision in whatever method of passing knowledge is assimilation by the recipient, this can, of course, be measured either through formal and informal methods of assessment (Duruji, Azuh, Joshua, Olanrewaju, & Okorie, 2014).

Teaching technique of any subject has subject in most cases the resultant performances of students reflect the methods in sub-Saharan. African is poor, perhaps because the regions is still backward in terms of technological development or yet to attitude is enhanced by the teaching methods employed by teaching method which employs demonstration of instructional materials or equipment will culminate in better understanding of the objective of the cause. In a study on the effect of teaching method must choice of discipline and student-lecturer relationship on academic performance, it was found among others that while 46% of female students reported rushed lecturers, 29.69% of male reported lack of access to learning facilities such as internet as reasons for there was a performance (Adeyele & Yusuf, 2012).

The use of demonstration as an asserted method for teaching tasks in vocational-technical education, education has been recommended because it enhances both physical motor and cognitive skills. Demonstration method is the most used instructional method for the acquisition of practical skills as it involves verbal and practices illustration. They added that the method is highly effective because it involves active participation of the student.

According to UNESCO (2013) education has a key role to play in helping reduce inequalities, and developing powerful ways of thinking, learning science increases the freedoms choose from a wider range of careers in the world of work, that is, careers that are more financially and personally enriching, and increasing globalization with its challenges, potentials and possibilities. It must be emphasized at this point that the actualization of these potentials requires the application of suitable pedagogies at all levels the classroom, be it virtual or face to face, is that lamb of curriculum implementation which is defined as the process of translating the curriculum document into the operating curriculum such a way that the predetermined objectives are attained. Curriculum implementation is the actual execution of curriculum documenting the classroom through effective teaching-learning process-interactions of teacher, learner (s) and other elements in the instrumentation system (Achuonye, 2015).

The success or failure of any curriculum depends much on what goes on in the classroom the advent to which the teaching-learning process is carried out according to plans is specified in the curriculum (Abimbade, 2006). The process of teaching and learning is a very challenging one, particularly, as it concerns the teaching whose primary duty is to make learned than learning. The teacher achieves this by designing the learner is restless until he has satisfied his curiosity and by acquiring and utilizing appropriate teaching approaches to getting the learners genuinely ingested and participate in their own learning, (Day & Williams 2000).

## 2.2 Classification/Types of Teaching Methods

Teaching has been various as seen as the out of instilling a sense of curiosity about one's world and in enhancing the skill necessary for perpetuating this curiosity but (Duruji, et al., 2014) presented teaching as an arrangement of contingencies of reinforcement. However, Day & Williams (2000) defined teaching as the piteous and presence of mind and person and body in relation to another mind and person and belly, a complex array of mental, spiritual and physical acts affecting life. Concerning pedagogy research findings have levelled several forms classified the following viz:

**Technical teaching methods:** are characterized by teacher centeredness, content – laden, passivity of learner's, rote-learning, shallow, learning examination-oriented. A typical example of this category is the lecture method also called telling or talk chalk method. It is probably the eldest well known and widely used method, still commonly practised at all levels. It is a traditional method of teaching and teacher dominated.

**Lecture method:** Refers to the complete and organized verbal presentation of a subject matter. Teachers find it very convenient to adopt this teaching method (Ajelabi, 2000). Lecture method covers a large amount of information in a short time and is used for any group size of learners. It is, however, a one-way mode of communication, in which learners are passive, making it inappropriate for practical/skill-oriented subjects and hearing, impaired learners (Balogun, 2018). On the other hand, encourages lecturers to cover much of the course content.

**Innovative methods:** They are learner-centred, encourage collaboration, cooperation, situated/contextual learning; they are problem centred, activity laden deep learning and practical oriented (Miller & Snelbecker, 2000) and it includes, peer tutoring problem-based learning, discovery in equity.

Nevertheless, there is no rigid form of classification since one method is not entirely independent of another, and no single method of instruction is best for all subjects and group students. At times the teacher may need to combine one or more methods and techniques so as to achieve the set objectives. This is the origin of hybrids formats which include, blended learning, lecture, demonstration method, etc. therefore, ability to make appropriate selection requires basic knowledge of the characteristics of a good method and the criteria for selecting appropriate method (5) which could be acquired through reading methodology conduction educational research works and attending seminars, workshop, etc. (Ololube, 2006).

## 2.3 Characteristics of a Good Teaching Method

A descriptive survey on predominant teaching strategies in schools took place in University of Education Port-Harcourt, Rivers State Nigeria, listed some of the characteristics of a good teaching method which include:

- a. It should build on a foundation of knowledge already possessed by the learners.
- b. It should ensure that learning grows of useful experience and experimentation i.e. from known to the unknown, and from simple to compiler

- c. It should encourage students to learn by doing.
- d. It should make use of instructional materials effectively.
- e. A good method should create in the classroom a conducive learning environment
- f. It should stimulate appreciation as well as cognitive development.
- g. It should van the gaping of learners to get the most efficient learning units for each type of lesson

#### 2.4 Criteria for Selection of Teaching Methods

The selection of appropriate methods and techniques is great importance to the achievement of learning by the learner. A lot of factors are considered in the process of selecting the appropriate method to use when embarking on an instructional activity. The following are some of the criteria used to select teaching methods in teaching and learning process.

- The course to be thought is one factor to be considered in selecting a teaching method. A teaching method which is effective in one subject may be very efficient in teaching a large number of history student whereas it may be deficient in teaching the same number of chemistry students (Abimbade, 2006).
- Instructional objectives: the type of banning task to be accomplished will determine the kind of method to use.
- The collimation of subject on the time table is also a factor that guides in the selection of instructional methods. If there one lots of information to be impacted within a short time a teacher may opt for the lecture method because of its attribute.
- Available human and non-human resources.
- Learning attitudes.
- Facilities
- Mechanical and other personnel (laboratory assistant, teachers, etc.).
- Size of the students in term of quality is another factor that must be taken into consideration. It must be pointed out that methods are good for small groups will some are good for large group learning attitude must also be considered.
- The teacher using his previous and present knowledge, may favour the method preferred by most learners under which they can learn maximally based on their interest.

However, the methods should be varied according to the age and level of learners. This is to a very great extent determines the method to be adopted (Abimbade, 2006). Other factors may include the following

1. Ignorance of meaning and physical applications
2. Poor remuneration and working conditions
3. Poor facilities (obsolete/lack).
4. Large content/curriculum overload
5. Limited time duration
6. Emphasis on examination/certification
7. Poor administrative support
8. Parent-guardian/social pressure

9. Class population/level.

Similarly, Lateju (2016) identified that the choice of teaching methods depends on some factors which must be handled. The attention given to such factors will enable the teacher to select not just the good but the best method for every teaching and learning situation because this will consequentially promote effective teaching. These factors are classified into three groups namely:

1. Factors that depend on the teacher: These factors consist of the personality and attitude of the teacher towards the learner and materials used for teaching.
2. Factors that depend on the learner: These factors include the learners' concept of self, others, teacher, and the situation
3. Factors that depend on the learning situation: This involves the class spirit: a sense of belonging, freedom of expression, teachers' authority and guidance, classroom environment, proper ventilation, and right class size, etc.

### 3.0 RESEARCH METHODOLOGY

A descriptive survey research design was adopted for the study. The design enabled the researcher to collect data at their natural setting which are summarized according to the purpose of the study. The population of this study consisted of both male and female lecturers of the College. The population size of the study was 104. The sample size was determined by Taro Yamen's formula which results to a minimum sample size of 83. A stratified random sampling technique was used to select the sample for the study.

A self-designed questionnaire titled 'Factors Influencing Teaching Methods Selection Questionnaire' (FITMSQ) was used for the collection of data. FITMSQ was divided into three sections, A, B and C. Section A consisted of five items to obtain demographic data from respondents such as gender, age, educational qualification, department and courses taught by respondents. Section B contained nine items measuring the teaching methods in terms of how often they are usually used in the teaching and learning process. Section B was measured under a three-point scale ranging from 0 to 3 representing never used (0), rarely used (1), usually used (2) and always used (3). For section C, factors influencing the selection of teaching methods are measured in terms of a modified Likert scale of four-point, having response level as strongly agree (4), agree (3), disagree (2) and strongly disagree (1). Section C carries some batteries such as physical factors, social factors and psychological factors constituting 27 items. This instrument, in essence, was designed to obtain nominal and interval data. Validation of the study instrument was done by content and face validity methods. A Test-retest reliability method was used to determine the reliability of the instrument. The data obtained were analyzed with correlation statistics which gave a correlation coefficient of .70. This made the instrument reliable. Demographic Data was presented with charts and simple percentage. Research Questions was analyzed with mean, standard deviation and Microsoft Excel and Prism GraphPad was used.

### 4.0 RESULTS/DISCUSSION OF FINDINGS

Presentation of Demographic Information of Respondents



**Table 1: Distribution of Respondents by Demographic Variables**

S/no	Variables	Frequency	Percentage (%)
1	Gender		
	Male	33	70.2
	Female	14	29.8
2	Age		
	20-29	3	6.38
	30-34	14	29.8
	35-40	11	23.40
	40+	19	40.42
3	Educational Qualification	0	0
	National Diploma	4	8.51
	Higher National Diploma	9	19.15
	Post Graduate Diploma	12	25.53
	B.Sc./B.A	20	42.55
	M.Sc./M.A	2	4.25
	PhD		
4	Department		
	HIMT	8	17.02
	DST	1	2.13
	PTS	1	2.13
	EHS	6	12.77
	CHS	3	6.38
	MSW	4	8.51
	MLS	5	10.64
	SF	8	17.02
	A & SSF	7	14.89
	BIOSTAT	4	8.51
5	CATEGORY OF COURSES		
	Professional Courses	38	80.85
	Pure Science Courses	5	10.64
	Pure Arts Courses	4	8.51

Table 1 showed the distribution of respondents by specific variables. The table showed that out of 47 respondents, 33 (70.2%) were females and 14 (29.8%) were males, indicating more female respondents than male. Also, the age range of respondents were distributed as 20-29 (6.38%), 30-34 (29.8%), 35-40 (23.40%) and 40+ (40.42%). This suggests that participants for this study were more of a person having 40 years and above. For respondents' educational qualification, the majority of the respondents were holders of masters' degree (42.55%). Table 1 above showed that respondents were selected from ten departments. Meanwhile, HIMT and SF had 8 (17.02%) each of the respondents while PTS and DST had 1(2.13%) each. Table 1 showed courses taught into three categories which include professional courses, pure science courses and pure arts courses. Professional courses taught has 80.85%, science

courses were 10.64 while arts courses had 8.51, indicating that most courses taught in the health institution are professional courses.

**RESEARCH QUESTION1:** Which are the various teaching approaches used by lecturers in the college?

**Table 2: Summary of Descriptive Statistics**

S/N	Teaching Methods	N	R	U	A	T	X	SD	X%	C	Remark
											$\chi$
1	Demonstration	3	3	17	24	47	2.31	0.85	77		Accepted
2	Field Trip	30	8	4	5	47	0.66	1.02	22		Rejected
3	Lecture	2	2	16	27	47	2.45	0.76	82		Accepted
4	Discussion	1	5	18	23	47	2.34	0.75	78		Accepted
5	Innovation	12	10	11	14	47	1.57	1.16	52	1.5	Accepted
6	Discovery	12	18	10	7	47	1.26	1.00	42		Rejected
7	Problem Solving	6	11	15	15	47	1.83	1.02	61		Accepted
8	Story Telling	6	10	11	20	47	1.96	1.07	65		Accepted
9	Team teaching	7	18	9	13	47	1.60	1.04	53		Accepted

Table 2 showed that demonstration method has  $2.31 \pm 0.85$  mean and standard deviation, field trip has  $0.66 \pm 1.02$ , lecture method has  $2.45 \pm 0.76$ , discussion method has  $2.34 \pm 0.75$ , Innovation method gives  $1.57 \pm 1.16$ , Discovery method is  $1.26 \pm 1.00$ , problem-solving is  $1.83 \pm 1.02$ , Storytelling is  $1.96 \pm 1.07$  and Team teaching method is  $1.60 \pm 1.04$ . This indicates that Lecture method (82%) was the most frequently used teaching method and followed by the discussion method (78%) and demonstration (77%). Meanwhile, innovation, storytelling, team teaching and problem solving had 52%, 65%, 53% and 61% respectively while field trip and discovery had 22% and 42% respectively. This implies that field trip and discovery methods are rarely or never used in the college because their means we're less than the criterion mean of 1.5.

**RESEARCH QUESTION 2** Which are the physical factors influencing lecturers' selection of teaching methods in the college?

**Table 3: Summary of Descriptive Statistics**

S	Statements	SA	A	D	SD	T	X	SD	$\chi\%$	C	Remark
											$\chi$
a	Available teaching materials	22	19	2	4	47	3.26	.89	82		Accepted
b	Classroom environment	17	24	4	2	47	3.19	.76	80		Accepted
c	Proper ventilation	12	21	7	7	47	2.81	.98	70		Accepted
d	Lectures discretion	11	23	9	4	47	2.87	.87	72		Accepted
e	Nature of teaching materials	12	21	9	5	47	2.85	.92	72		Accepted
f	Knowledge on teaching method	16	21	8	2	47	3.08	.82	77	2.5	Accepted



<b>g</b>	Time allocated to course	20	19	5	3	47	3.19	.87	80	Accepted
<b>h</b>	College policy/regulation	13	21	7	6	47	2.87	.96	70	Accepted
<b>i</b>	Classroom population	12	25	5	5	47	2.94	.88	74	Accepted
	Grand total						2.65	.87	75	Accepted

Table 3 showed that physical factors measured such as available teaching materials, classroom environment, proper ventilation, lecturers’ discretion, nature of teaching materials, knowledge on teaching method, time allocated to course, college policy/regulation and classroom population have mean and standard deviation of 3.26±.89; 3.19±.76; 2.81±.98; 2.87±.87; 2.85±.92; 3.08±.82; 3.19±.87; 2.87±.96; and 2.94±.88 respectively which are greater than the criterion means of 2.5, implying that all these factors influence lecturers’ selection of teaching methods. The rate at which all physical factors influence lecturers’ choice of teaching method was 75% which was very high.

**RESEARCH QUESTION 3** Which are the social factors influencing lecturers’ selection of teaching methods in the college?

**Table 4: Summary of Descriptive Statistics**

S	Statements	SA	A	D	SD	T	$\chi$	SD	$\chi\%$	C	Remark
/N										$\chi$	
<b>a</b>	Teachers authority & guidance	13	26	7	1	47	3.08	.71	77	2.5	Accepted
<b>b</b>	Lecturers’/learners’ relationship	18	21	6	2	47	3.17	.81	79		Accepted
<b>c</b>	Freedom of expression	9	25	11	2	47	2.87	.76	72		Accepted
<b>d</b>	Interest in the method	10	26	10	1	47	2.96	.71	74		Accepted
<b>e</b>	Male/female ratio	3	7	28	9	47	2.09	.77	52		Rejected
<b>f</b>	Lack of motivation	11	20	10	6	47	2.77	.95	69		Accepted
<b>g</b>	Understanding of learners’ abilities	11	26	7	3	47	2.96	.80	74		Accepted
<b>h</b>	Culture of the host community	2	9	20	16	47	1.94	.84	49		Rejected
<b>i</b>	Beliefs	4	9	19	15	47	2.04	.92	51		Rejected
<b>j</b>	Age of learners	6	18	16	7	47	2.49	.90	62		Rejected
	Grand total						2.62	.82	66	Accepted	

Table 4 indicated that social factors that affect lecturers’ choice of teaching methods such as teachers’ authority/guidance, lecturer/learner relationship, freedom of expression, interest in the method, male/female ratio, lack of motivation, understanding of learners’ abilities, the culture of the host community, beliefs and age of learners have a mean and standard deviation values of 3.08±.71;3.17±.81; 2.87±.76; 2.96±.71; 2.09±.77; 2.77±.95; 2.96±.80; 1.94±.84; 2.04±.92 and 2.49±.90 respectively, implying that items a, b, c, d, f, & g ( all means are greater than criterion means of 2.5) influence lecturers’ choice of teaching methods while items e, h, i and j (all means less than 2.5) do not. Table 4 affirmed that social factors

measured have a grand mean of  $2.62 \pm .82$  with 66% rate of influence indicating that 2.62 greater than 2.5. Thus, social factors influence the lecturers' selection of teaching methods.

**RESEARCH QUESTION 4** which is the psychological factors influencing lecturers' selection of teaching methods in the college?

**Table 5: Summary of descriptive Statistics**

S	Statements	SA	A	D	SD	T	$\chi$	SD	$\chi\%$	C	Remark
/N										$\chi$	
a	Lecturers' personality	11	20	11	5	47	2.79	.92	70	2.5	Accepted
b	Learners' personality	12	18	13	4	47	2.81	.91	70		Accepted
c	Attitudes of learners	17	25	4	1	47	3.23	.69	81		Accepted
d	Learners' interest for the course	16	21	6	4	47	3.04	.90	76		Accepted
e	Attitude lecturers' towards learners	10	27	6	4	47	2.92	.82	73		Accepted
f	Lecturers' attitude towards materials to be used	12	21	11	3	47	2.89	.86	72		Accepted
g	Learners' self-concept	12	16	13	6	47	2.72	.98	68		Accepted
h	Sense of belonging	10	17	17	6	47	2.72	.87	68		Accepted
	Grand total						2.89	.87	72		Accepted

Table 5 showed that all psychological factors measured have a mean and standard deviation greater than the criterion mean (2.5), indicating that psychological factors such as lecturers' personalities, learners' personalities, attitudes of learners, learners' interest for the course, the attitude of lecturers towards learners, lecturers' attitude towards materials to be used, learners self-concept and sense of belonging influence lecturers' selection of teaching methods. Table 5 showed a grand mean of  $2.89 \pm .87$  with 72% rate of influence which was very high.

**Null Hypothesis 1:** No gender difference in lecturers' choice of lecture methods

**Table 6: Summary of t-test analysis**

Pairs	Number	Mean	StD	T	Df	P value	Decision
Male	33	16	5.4	.52	13	.6099	Ns
Female	14	17	3.6				

Table 6 showed that male had  $16 \pm 5.4$  while the female was  $17 \pm 3.6$  mean and standard deviation, indicating that the female's mean was greater than their male's counterpart. This suggests that females made a better choice of lecture methods than males. Also, table 6 showed a t-test value of .52, df of 13 with a p value of .6099, that is  $p > .05$  (2-tailed) and thus do not reject the null hypothesis that says there is no significant gender difference on lecturers' choice of lecture methods. This denotes that male and female lecturers select lecture methods in the same manner.

**Null Hypothesis 2:** No significant difference in factors influencing lecturers' selection of lecture methods

**Table 7 Summary of Descriptive Statistics**

S/N	Factors	N	X	Std
1	Physical factors	47	26.94	4.31
2	Social factors	47	26.45	4.18
3	Psychological factors	47	23.11	4.84

**Table 8 Summary of One-way ANOVA**

Sources of variance	SS	DF	MS	F-Ratio	P value	Decision
Between column	408.4	2	204.2			
Within column	2745	138	19.89	10.27	.0001	Yes
Total	3153.4	140				

**Table 9 Summary of Turkey's Multiple Comparison**

S/N	PAIRS	MEAN DIFF.	P < .05?	Decision
1	Physical vs social factors	.4854	No	Accept
2	Physical vs Psychological factors	3.830	Yes	Reject
3	Social vs Psychological factors	3.340	Yes	Reject

Table 7 showed that response to physical factors was  $26.94 \pm 4.31$ , social factors were  $26.45 \pm 4.18$  and psychological factors to be  $23.11 \pm 4.84$  mean and standard deviation, implying that physical factors had more influence on lecturers' selection of lecture methods than other factors while psychological factors were the least influential factors for the selection of lecture methods by lecturers. Table 8 provided the result of a one-way analysis of variance (ANOVA). Sums of the square between (SSb) was 408, SSw was 2745 while SST was 3153. The F-ratio was 10.27 at  $df_2/138$  with a P value of .0001 which is less than  $p = .05$ , indicating that null hypothesis of no significant statistical difference on factors affecting selection of lecture methods by lecturers is rejected. This means that lecturers' selection of lecture methods is dependent on prevailing factors either physical or social or psychological. Again, table 9 showed post-hoc comparison using Turkey's Multiple Comparison to ascertain factorial analysis. Table 9 indicated that there was no statistically significant difference between physical factors and social factors on their influence on lecturers' selection of lecture methods while there was a significant difference between physical and psychological as well as social and psychological, implying that social factors and physical factors influence lecturers' selection of lecture methods.

## 5.0 DISCUSSION OF FINDINGS

This study aimed at assessing the factors that influence lecturers in the selection of teaching methods in Higher Institutions. The study made use of 47 lecturers from different departments. The demographic information revealed that 33 (70.2%) were females and 14 (29.8%) were males, indicating more female respondents than male. Also, the age range of respondents were distributed as 20-29 (6.38%), 30-34 (29.8%), 35-40 (23.40%) and 40+ (40.42%). This suggests that participants for this study were more of 40 years and above. For respondents' educational qualification, the majority of the respondents were holders of masters' degree (42.55%). Professional courses taught has 80.85%, science courses were 10.64 while arts courses had 8.51, indicating that most courses taught in the health institution are professional courses. This finding is instructive to the opinion of (Abimbade, 2006) who stated that course taught influences the selection of teaching method to be used indicating that in the college of health technology where professional courses, pure science courses a pure arts courses taught.

Again the study identified that Lecture method (82%) was the most frequently used teaching method and followed by discussion method (78%) and demonstration (77%). Meanwhile innovation, storytelling, team teaching and problem-solving had 52%, 65%, 53% and 61% respectively while field trip and discovery had 22% and 42% respectively. This implies that field trip and discovery methods are rarely or never used in the college because their means were less than the criterion mean of 1.5. This finding is in line with that of (Ajelabi, 2000) who stated that the lecture method seems commonly used because it is very convenient to use and cover a good portion of course content.

Another find this current study discovered was that physical factors measured such as available teaching materials, classroom environment, proper ventilation, lecturers' discretion, nature of teaching materials, knowledge on teaching method, time allocated to course, college policy/regulation and classroom population influence lecturers' selection of teaching methods. The rate at which all physical factors influence lecturers' choice of teaching method was 75% which was very high. Abimbade, (2006) posited that poor facilities influence the selection of teaching method which is in line with this study.

This current study discovered that social factors that affect lecturers' choice of teaching methods such as teachers' authority guidance, lecturer/learner relationship, freedom of expression, interest in the method, lack of motivation and understanding of learners abilities influence lecturers' choice of teaching methods while male/female ratio, the culture of the host community beliefs and age of learners do not influence the selection of teaching methods in the college. Supportively, Abimbade, (2006) in his work identified that these social factors can influence lecturers' choice of teaching methods negatively or positively.

Also, psychological factors such as lecturers' personalities, learners' personalities, attitudes of learners, learner's interest for the course, the attitude of lecturers towards learners, lecturers' attitude towards materials to be used, learners self-concept and sense of belonging influence lecturers' selection of teaching methods at 72% rate of influence which was very high. This finding was in line with that of (Abimbade, 2006).

The study also determined that females made a better choice of lecture methods than males when considering their mean values however the t-test value of .52, df of 13 with a p-value of

.6099, that is  $p > .05$  (2-tailed) the null hypothesis was not rejected that is, there is no significant gender difference on lecturers' choice of lecture methods. This denotes that male and female lecturers select lecture methods in the same manner.

Another finding was that, with the result of a one-way analysis of variance (ANOVA). The F-ratio was 10.27 at df 2/138 with a P value of .0001 which is less than  $p = .05$ , indicating that null hypothesis of no significant statistical difference on factors affecting selection of lecture methods by lecturers is rejected. This means that lecturers' selection of lecture methods is dependent on prevailing factors either physical or social or psychological. Again, posthoc comparison using Turkey's Multiple Comparison to ascertain factorial analysis, indicated that there was no statistically significant difference between physical factors and social factors on their influence on lecturers' selection of lecture methods while there was a significant difference between physical and psychological as well as social and psychological, implying that social factors and physical factors influence lecturers' selection of lecture methods more frequently than psychological factors.

From the discussion so far, the study concluded that:

- In health institution, irrespective of the type of courses taught the lecture method is mostly used by lecturers in teaching and learning
- In selection of teaching method there was no gender influence
- It was observed that physical and social factors have more influence on lecturers' selection of teaching methods than psychological factors.
- Based on the conclusion drawn the following recommendation were deduced.
- Management of the college should contact educationists to organize symposium, seminar, workshop, etc. on techniques lecturers' appropriateness of selection of teaching method, especially on practical courses.
- Management and government should provide physical factors to enhance appropriate selection of teaching methods.
- Lecturers' should consider teaching and learning process as psychological and social to ensure conduciveness during teaching and learning.

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