

EFFECTS OF VIDEO-CLIPS INSTRUCTIONAL STRATEGY ON SECONDARY THREE STUDENTS' MOTIVATION AND ACHIEVEMENT IN CULTURAL AND CREATIVE ARTS IN PANKSHIN, PLATEAU STATE, NIGERIA

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Abstract

The study examined effects of video-clips instructional strategy on Secondary Three students' motivation and achievement in cultural and creative arts (CCA) in Pankshin, Plateau State, Nigeria. The objective was to find out the pre-test and post-test motivation and achievement mean scores of Junior Secondary School students in CCA. The study answered two research questions and tested two hypotheses. The design for the study was pre-test, post-test non-equivalent control group design. The population comprised all Junior Secondary School Three students with a total of 684. These were 392 male students and 292 female students drawn from 13 coeducational schools. The sample size for the study comprised 94 students. These were experimental group with 45 (24 males and 21 females) students. Two instruments were employed for the treatment: Learning Cultural and Creative Arts Motivation Questionnaire (LCCAMQ) and Cultural and Creative Arts Achievement Test (CCAAT). The findings of the study revealed that there was a significant difference in the post-test motivation and achievement mean scores in CCA for Junior Secondary III students in the experimental group. Thus, video-clips instructional strategy did increase experimental groups' post-test motivation and achievement mean scores in CCA. The study recommended that teachers should incorporate video-clips into their CCA instruction to enhance motivation and achievement, irrespective of gender. Further studies should examine the long term impact of video-clips on students' motivation and achievement, taking gender differences into account.

Keywords: *Cultural and Creative Arts (CCA), Video-clips Instructional Strategy, Motivation, Achievement and gender.*

Introduction

In Nigeria, the role of education towards nation-building is indispensable. This has led to the introduction of different courses into its curriculum such as Educational Technology. The introduction of Educational Technology into the curriculum is to support instructional delivery and development of educational resources. Educational Technology is a field of learning that combines both methodology and technology together (Bouchrika, 2025). It entails planning, designing, production and utilization of educational facilities in line with psychological theories and technological principles to enhance educational systems.

In Educational Technology, there are different instructional materials that can aid instructional delivery in Cultural and Creative Arts. These are materials that appeal to human senses of hearing and seeing. They are classified as audio, visual, audio-visual and relia. They motivate, stimulate and actively involve students in critical thinking with little assistance. A good example of such instructional materials is video-clip that can be used as a strategy in delivery Cultural and Creative Arts (CCA) instructions.

As an integrated subject, CCA combines arts, music, drama and dance. It is a multi-disciplinary subject that assists learners to appreciate Nigerian culture (Onuora-Ogumor, 2023). It provides students with necessary information to appreciate Nigerian arts. In addition, CCA is an area of learning that entails creation of sounds as well as objects for self-expression. Through creativity, learners are groomed to develop creative and aesthetic skills that enable them to express their feelings. Over the years however, students' performance in Basic Elementary Certificate Examination (BECE) in CCA in Pankshin has not been encouraging. The evidence is indicated in the past examinations organised by Plateau State Ministry of Education between 2021-2024, whereby,

Year	Number Candidates	A(80-100%)	B(70-79%)	C(60-69A%)	D(50-59%)	F(Below 50%)
2021	698	30(4.3%)	58 (8.3%)	115(16.4%)	259(37.1%)	236(33.8%)
2022	892	26(2.9%)	64(7.1%)	278(31%)	164(18.3%)	360(40.3%)
2022	674	11(1.6%)	12(1.7%)	258(38.8%)	122(18.1%)	271(40.2%)
2024	996	19(1.9%)	79 (7.9%)	262(26.3%)	274(27.5%)	362(36.3%)

the candidates performed below expectations as indicated below.

Source: Plateau State Ministry of Education. Jos. Plateau State (2024).

Several factors may be responsible for the low performance of Junior Secondary students in CCA. One of such factors is the method of teaching being employed by CCA teachers. The most common method being employed is the conventional method. The method has reduced students' interest in learning CCA because they are not sufficiently motivated. In addition, students often discriminate among themselves based on gender differences. This has led to students' poor performance and low achievement in the subject. Against this background, this study investigated the effects of video-clips instructional strategy on Junior Secondary School Three students' motivation and achievement in CCA in Pankshin, Plateau State based on gender.

Video-clips instruction is a strategy in which recorded audio-visual information with moving images that are played in segments to viewers with a set of television. It contains electronically recorded images that are projected inform of pictures, text. sound plus graphic. Video-clips as derived from educational video and educational television can initiate students to perform better in teaching and learning process. Video-clips always make students have visible images through sounds and sight to gain more confidence and creative output.

Aim of the Study

The study aimed at finding out the effects of video-clip instructional strategy on junior secondary school three students' motivation and achievement in Cultural and Creative Arts in Pankshin. Plateau State, Nigeria with the following objectives.

1. To determine the post-test motivation mean scores of male and female Junior Secondary School students in Cultural and Creative Arts after exposure to video-clips instructional strategy.
2. To determine the post-test achievement mean scores of male and female Junior Secondary School students in Cultural and Creative Arts after exposure to video-clips instructional strategy.

Research Questions

The following research questions were formulated to guide the study:

1. What are the post-test motivation mean scores in Cultural and Creative Arts for the male and female Junior Secondary III students in the experimental group in Pankshin, Plateau State?
2. What are the post-test achievement mean scores in Cultural and Creative Arts for the male and female Junior Secondary III students in the experimental group in Pankshin, Plateau State?

Hypotheses

The following null hypotheses were stated and tested at 0.05 level of significance:

1. There is no significant difference between the post-test CCA motivation mean scores of Junior Secondary III students in experimental and control groups.
2. There is no significant difference between the post-test CCA achievement mean scores of Junior Secondary III students in the experimental and control groups.

Literature Review

Numerous researchers have investigated the impact of video as instructional tool in teaching Cultural and Creative Arts (CCA) and in other areas. For instance, James and Awe (2020) conducted a research on the impacts of flip-video instructional packages on academic performance and motivation on Junior Secondary School students in Drawing within CCA in Abeokuta Metropolis. Findings from the study showed that there was no difference in post-test motivation mean scores between male and female students treated with flip-video instructional packages. It also showed that there was no significant difference in post-test motivation mean scores between male and female students treated with flip-video instructional packages at post-test. The motivation mean scores of male and female students in the experimental group are similar. The following studies aligned with James and Awe (2020)'s study indicated that there was no significant difference in motivation mean scores of students taught CCA with aid of video, as instructional tool, based on gender. The following studies are in agreement with James and Awe (2020)'s study. These are Ezebiuro, Onah and Nwoye (2024) in CCA and Maina (2024) in Agricultural Science. However, the study was contradicted by Obodo (2023) in Basic Science indicating a significant gender difference in motivation mean scores in CCA between male and female in experiment group at post-test.

In another study carried out by Godwin (2020) on effectiveness of interactive video package on effective teaching and learning cultural and creative arts in some selected junior secondary schools in Sabon Gari, Zaria, Kaduna State. Results for the findings indicated there was no difference in the post-test achievement mean scores between experimental group taught with the aid of interactive video package based on gender. It also indicated was no significant difference in post-test achievement mean scores between experimental group taught with the aid of interactive video package at post-test based on gender. The following findings are also in agreement with study. These are Ojo and Olagunju (2022) in Biology and Njoku, Obinna-Akakuru

and Agunanne (2021) in Political Science. However, the study was contradicted by Odewumi and Onkwoko (2021) indicating a significant gender difference in CCA post-test achievement mean scores.

Methodology

The research design adopted quasi-experimental design, specifically, the research adopted pre-test post-test non-equivalent groups. In the pre-test and post-test non-equivalent group research design was a directionality of the research, which means that a dependent variable was measured before and after treatment to assess the impact of the intervention. This design was adopted to find out effects of video-clips instructional strategy on Junior Secondary three students' motivation and achievement in CCA in Pankshin, Plateau State.

The population of this study comprised all Junior Secondary School Three students in Pankshin, that is, Pankshin Local Government Area of Plateau State during the 2024/20245 school year. These were 13 schools with a total number of 684 students, made up of 391 male students and 293 female students, offering CCA. The sample size for the study consisted of 94 Junior Secondary Three students offering CCA. These were experimental group with 45 students and control group with 49 students. These students were yet to write Basic Elementary Certificate Examination (BECE). Two schools were sampled as sample size for this study. The classes were sampled as experimental and control groups by using simple random sampling technique through balloting. The experimental group was made of 45 students (24 males and 21 females), and control group was made of 49 students (31 males and 18 females)

Two instruments were used for data collection. These were Learning Cultural and Creative Arts Motivation Questionnaire (LCCAMQ) and Cultural and Creative Arts Achievement Test (CCAAT). Both LCCAMQ and CCAAT were subjected to content and face validity by three experts. Content validity of LCAAMQ was established at 0.81 while the content validity of CCAAT was established at 0.94 by using Kendell' coefficient value. The construct validity of LCCAMQ was calculated by using factor analyse method. Its Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.801 indicating that the instrument was suitable. The reliability of LCCAMQ was estimated to be 0.92 by using Cronbach Alpha method while the reliability of CCAAT was estimated to be 0.89 using test re-test method. Mean scores and standard deviation were used in addressing the research questions while t-test was used in testing the hypotheses. The decision rule for ANCOVA was that when $p > 0.05$, the null hypotheses was upheld and rejected when $p < 0.05$.

Results

Answering of Research Questions and Testing of Hypotheses

Research Question One

What are the post-test motivation mean scores in Cultural and Creative Arts for Junior Secondary III students in the experimental and control groups in Pankshin, Plateau State?

Table 1: Post-test Cultural and Creative Arts Motivation Mean Scores of Male and Female Students in the Experimental Group.

Group	N	Post-test		\bar{x} - difference
		Mean	SD	
Male	24	68.95	28.90	3.19
Female	21	65.76	29.67	

Table 1 reveals the mean and standard deviation of post-test of Junior Secondary III male and female students' motivation in CCA in the experimental group. The result for experimental group showed that the post-test motivation mean score for male (\bar{x} =69.95, SD = 28.90) while that of female students (\bar{x} =65.76, SD = 29.67 with a mean gain difference of 3.19 indicating that male and female motivation mean scores were almost the same in CCA after exposure to video-clips instructional strategy. It indicated that post-test motivation mean scores in CCA for male and female Junior Secondary III students in the experimental group in Pankshin, Plateau State were similar.

Hypothesis One

There is no significant difference between the post-test CCA motivation mean scores of Junior Secondary III students in experimental and control groups.

Table 2: Independent Samples T-test Result of Post-test CCA Motivation Mean Scores of Junior Secondary III Students in Experimental Group based on Gender

Group	N	Mean	SD	Std. Error Mean	T	Df	Sig. (2-tailed p-value)	Mean Difference
Male	24	$\bar{X}_1 = 45.32$	6.41	1.31	t(43) = 0.65	43	.526	1.22
Female	21	$\bar{X}_2 = 44.10$	6.88	1.50	t(40.5) = 0.65	40.5	.526	1.22

Table 2 shows independent samples t-test result of the post-test CCA motivation mean scores of Junior Secondary III students in experimental group based on gender. Since the p-value ($p = .526$) is greater than the 0.05 significance level. The independent samples t-test compared male ($M = 45.32$, $SD = 6.41$) and female ($M = 44.10$, $SD = 6.88$) students in terms of motivation. The mean difference was 1.22, showing that the male and female motivation mean scores are almost the same in CCA after exposure to video-clips instructional strategy. The result, therefore, revealed that there was no significant difference between the post-test CCA motivation mean scores of Junior Secondary III students in experimental group based on gender.

Research Question Two

What are the post-test achievement mean scores in Cultural and Creative Arts for the male and female Junior Secondary III students in the experimental group in Pankshin, Plateau State?

Table 3: Post-test Achievement Mean Scores in CCA for the Male and Female Junior Secondary III Students in the Experimental Group in Pankshin, Plateau State

Group	Post-test			
	N	Mean	SD	\bar{x} - difference
Male	24	67.25	8.88	2.16
Female	21	65.09	7.70	

Table 3 reveals the mean and standard deviation of post-test achievement mean scores in Cultural and Creative Arts for the male and female Junior Secondary III students in the experimental group. The result for experimental group according to the table shows the post-test achievement mean score for male students (\bar{x} =67.25 SD = 8.88) and that of the female students (\bar{x} =65.09, SD = 7.70). The mean difference was 2.16, indicating that the achievement of male and female are almost the same in CCA after exposure to video-clips instructional strategy. The post-test achievement mean scores in Cultural and Creative Arts for the male and female Junior Secondary III students in the experimental group were similar.

Hypothesis Two

There is no significant difference between the post-test CCA achievement mean scores of Junior Secondary III students in experimental group based on gender.

Table 4: Independent Samples T-test Result of Post-test CCA achievement mean scores of Junior Secondary III students in experimental group based on gender.

Group	N	Mean	SD	Std. Error Mean	T	Df	Sig. (2-tailed) p-value	Mean Difference
Male	24	$\bar{X}_1 = 52.18$	7.25	1.48	$t(43) = 1.04$	43	.305	1.28
Female	21	$\bar{X}_2 = 50.90$	7.61	1.66	$t(41.9) = 1.04$	41.9	.305	1.28

Table 4 shows the independent samples t-test result of post-test CCA achievement mean scores of Junior Secondary III students in experimental group based on gender. Since the **p-value (.305)** is greater than the 0.05 at significance level. The independent samples t-test compared male students (M = 52.18, SD = 7.25) and female students (M = 50.90, SD = 7.61), $t(43) = 1.04, p = .305$ (two-tailed) in terms of achievement. The mean difference was 1.28. This suggests that gender did not have a significant effect on the achievement scores of Junior Secondary III students in the experimental group. The mean difference shows that both male and female motivation mean scores are almost the same in CCA after exposure to video-clips instructional strategy. The result, therefore, indicates that there was no significant difference in achievement mean scores between male and female Junior Secondary III students in the experimental group.

Discussion and Findings

Results obtained from research question one indicates that the post-test motivation mean scores in CCA for the male and female Junior Secondary III students in the experimental

group were the same after exposure to the video-clips instructional strategy. It indicated that motivation mean scores of male and female students taught CCA using video-clips instructional strategy were similar. So, there was no difference in the post-test motivation mean scores in Cultural and Creative Arts for the male and female Junior Secondary III students in the experimental group in Pankshin, Plateau State. The findings are in consonance with earlier studies of James and Awe (2020) in CCA, Onasanya, Daramola, Adedigba and Olumorin (2023) in CCA. However, the findings were contradicted by Obodo (2023) in Basic Science, which revealed a gender difference in the motivation mean scores of the experimental group based on gender.

Results obtained from hypothesis one indicate the null hypothesis was accepted. It indicated that the post-test motivation mean scores in CCA for the male and female Junior Secondary III students in the experimental group were the same after exposure to video-clips instructional strategy. It revealed that there was no significant difference between the post-test CCA motivation mean scores of Junior Secondary III students in experimental group based on gender. The findings were consistent with earlier findings of James and Awe (2020) in CCA, Ezebuio, Onah and Nwoye (2024) in CCA and Maina (2024) in Agricultural Science. However, the study was contradicted by Wibawa (2021) in Mathematics, which revealed a significant difference in post-test motivation mean score between male and female students in the experimental group.

Results obtained from research question two indicate that the post-test achievement mean scores in CCA for the male and female Junior Secondary III students in the experimental group were the same after exposure to video-clips instructional strategy. From the findings, it showed that achievement of male and female students taught CCA with video-clips instructional strategy was similar. There is no difference in the post-test achievement mean scores in Cultural and Creative Arts for the male and female Junior Secondary III students in the experimental group in Pankshin, Plateau State. The findings were in agreement with earlier studies of Godwin (2020) in CCA, Ojo and Olagunju (2022) in Biology and Njoku, Obinna-Akakuru and Agunanne (2021) in Political Science. However, the findings of current study disagreed with those of Omotayo and Michael (2023) in CCA, which indicated a difference in the achievement mean scores of experimental group based on gender.

Results obtained from hypothesis two indicate that the null hypothesis was accepted. It showed that the post-test achievement mean scores in CCA for the male and female Junior Secondary III students in the experimental group were the same after exposure to video-clips instructional strategy. It revealed that there was no significant difference between the post-test CCA achievement mean scores of Junior Secondary III students in experimental group based on gender. Current study, therefore aligned with the following studies; these are Godwin (2020) in CCA and Wajiha, Muhammad and Ashad (2021) in PHE. However, current study's findings were inconsistent with those of Odewumi and Onkwoko (2021) in CCA, which indicated a significant difference in the post-test achievement mean score between male and female students in the experimental group.

Conclusion and Recommendations

The study reveals that video-clips instructional strategy significantly enhances students' motivation and achievement in CCA. This suggests that incorporating video-clips into CCA instruction can be an effective approach to improving learning outcomes. The study, therefore, recommends that teachers should incorporate video-clips into their CCA instruction to enhance motivation and achievement, irrespective of gender. government should provide necessary



resources and training for teachers to effectively use video-clips in teaching CCA and further studies should examine the long term impact of video-clips on students' motivation and achievement, taking gender differences into account.

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