







administration. The reliability was carried out using test and retest method on 5 lecturers from University of Ibadan, Nigeria which are not part of the school that was used in the original study.

In carrying out the research, the researcher first request for approval from each of the authority of the selected schools and notified them about his research after obtaining a letter of introduction from department of Education Technology University of Ilorin. The instrument was administered to the experts. The respondents were informed about the purpose of the study and after which they were given the instrument for response. The researcher visited the selected faculties to carry out the experiment and administer the test instrument on the study subjects; after completion, the test scripts was collected and used for analysis. These procedures were followed in order to collect relevant data on evaluation of instructional video package.

The data obtained from the study will be subjected to descriptive and inferential statistics. Frequency, Mean and percentage were used to answer the research questions while the formulated hypotheses were tested using t-test. All hypotheses were tested at 0.05 level of significance.

### 3. RESULTS AND DISCUSSION

#### 3.1. Research Question One

How do experts evaluate the video instructional package?

In other to evaluate the instructional package, 4 experts rated the package with rating scale of 5 to 1 with 5 the maximum. Frequency count and percentages were hired to govern the expert evaluation of the video instructional package. The result is shown in **Table 1**.

**Table 1.** Experts' evaluation of the package

S/N	Items	5	4	3	2	1
1	Package Clear and Understandable	3(75%)		1(25%)		
2	Structure of the package permits learners to pause or skip at will			4(100%)		
3	Package permits learners to review the enter unit or escape to explore another unit		2(50%)	2(50%)		
4	Package permits learners to revisit a completed unit		3(75%)	1(25%)		
5	Package is Reliable		4(100%)			
6	Package is balanced and precise		4(100%)			
7	Package is error free and current		4(100%)			
9	Package is easy to utilized		4(100%)			
10	Package has good images And Illustrations Validity	3(75%)	1(25%)			

**Note:** 5=Excellent, 4=Very Good, 3=Good, 2=Fair, 1=Poor

The response to the rating of the instructional package by the experts were presented in table 1. 75% of the experts rated the package to be very clear and understandable, all the experts agreed that the structure of the package permits learners to pause or skip at will and package permits learners to review the enter unit or escape to explore another unit. Thus, experts rated the video instructional package to be very effective and good for learning.

### 3.2. Hypothesis One

There is no significant difference in the expert rating by male and female on the Instructional Video Package.

In retort to this, an independent t-test was conducted to determine if there is any significant difference significant difference in the expert rating by male and female on the Instructional Video Package. The result is shown in **Table 2**. The statistics shows significant difference in the mean achievement scores by gender.

**Table 2.** T-test of Male and Female expert evaluation of Instructional Video Package

Gender	No	$\bar{X}$	SD	Df	t	Sig. (2-tailed)
Male	11	41.36	1.28	16	3.36	0.17
Female	7	42.37	1.79			
Total	18					

$P < 0.05$

**Table 2** indicates that  $t(13) = 3.36$ ,  $p = .17$ . This means that the stated null hypothesis was rejected. This was as a result of the t-value of 2.30 resulting in .17 significance value which was less than 0.05 alpha value. By implication, the stated null hypothesis was established thus: There is no significant difference between male and female experts' evaluation of the video instructional package for junior secondary school students in basic technology. In other words, based on the both the male and female expert rated the effectiveness of instructional video package on the basic technology excellent.

The findings of this study revealed that Experts rated the video instructional package to be very effective and good for learning. This was facilitated by a study from Bumia (2017) who worked on "Comparative effectiveness of video and print instructional packages for teaching basic technology concepts in Nigerian schools" and he reported that video instruction is one of the audio-visual media that could be used to facilitate instruction. He added that video instruction appeals to senses of hearing and sight. as reported by Bumia (2017), recent advances in multimedia and communication technologies have resulted in powerful learning system with instructional video components. Video is rich and powerful medium used in learning. It can present information in attractive and consistent manner.

Basic Technology Instructors should promote student engagement with educational videos by creating or packaging them in a way that conveys that the material is for these students in this class. One of the benefits for instructors in using educational videos can be the ability to reuse them for other classes and other semesters. When creating or choosing videos, however, it is important for teachers to consider whether they were created for the type of environment whether conventional or online in which they will be used. A video's adaptability can be enhanced, however: when reusing videos, instructors should package them for a particular class using text outside the video to contextualize the relevance for that particular class and lesson. This will help in proper usage of Video packages for effective teaching of Basic Technology.

Curriculum planners should emphasize the importance of using instructional video when teaching basic technology by the teachers in secondary schools. Teachers in secondary schools should be encouraged by school administrators to use instructional video packages when teaching basic technology. This will go a long way in proper and efficient delivery of instruction.

#### 4. CONCLUSION

Expert rated the video instructional packages to be good in improving students' performance and interest in Basic technology than conventional teaching methods. This means that the performance of Basic technology students did not depend on gender but on cognitive abilities and teaching strategy used by the teacher. These results therefore revealed that VIP-based learning is a viable alternative to the conventional teaching methods in teaching Basic technology.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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