



## The Impact of Instructional Media on the Education of Youths on HIV/AIDS in Nigeria Urban Communities

Ganiyu Adekola<sup>1</sup>

Department of Adult and Non-formal Education  
University of Port Harcourt

---

### Abstract

This study examines the impact of instructional media on the education of youths on HIV/AIDS in Nigerian urban communities with specific focus on Port Harcourt City. The sample of the study comprised of three hundred in-school and two hundred out-of-school youths selected through random sampling process. A structured questionnaire tagged Instructional Media and HIV/AIDS Questionnaire (IMHEAQ) served as the main instrument for data collection. Three hypotheses and a research question guide the study. Data on hypotheses one and two were analysed with Pearson Product Moment Correlation while hypothesis three and the research question were analysed with t-test and percentage respectively. The findings revealed that there is a significant relationship between instructional media usage on HIV/AIDS education and improved knowledge of youths on the disease. The study therefore recommends that educators and programme planners should create enough roles for instructional media when planning and implementing HIV/AIDS education programmes.

**Keywords:** Impact, Instructional Media, Education, Youths, HIV/AIDS, Urban Communities

Adekola, G. (2010). The Impact of Instructional Media on the Education of Youths on HIV/AIDS in Nigeria Urban Communities. *International Journal of Scientific Research in Education*, 3(1), 64-72. Retrieved [DATE] from <http://www.ij sre.com>.

---

### INTRODUCTION

Instructional media are important elements of teaching and learning activities. The term instruction according to Adekola (2008) is a deliberate arrangement of experiences within the learning space, classroom, laboratory, workshop etc aimed at helping learners to achieve desirable changes in behaviour or performance. Media according to Vikoo (2008) is used to think about Television, Satellite Communication, Computer and other sophisticated modern technologies. Attempt to precisely define instructional media generates divers opinion among scholar. For instance, Gbamanja (1991:212) described instructional media as:

Any device with instructional content or function that is used for teaching purposes, including books, supplementary reading materials, audio-visual and other sensory materials, scripts for radio and television instruction, programme for computer-managed sets of materials for construction and manipulation.

To Onyeozu (1997), instructional media are resource materials which help to facilitate teaching and learning. The term instructional media as described by Adekola (2008) means all available human and material resources which appeal to the learners' sense of seeing, hearing, smelling, tasting, touching or feeling and which assist to facilitate teaching and learning. Instructional media are channels of communication through which information passes for usage in

educational situation in conjunction with the instructor. Going through the descriptions of instructional media, it would be observed that the understanding behind the use of instructional media is to aid learner in his learning.

For effective usage of instructional media, they are often classified into various classes, so that relevant media would be adopted for a particular situation. Though Nzeneri (1996) advocated for classification of instructional media based on convenience, Vikoo (2003) believed that the classification should be based on some criteria. Such criteria he noted include:

- The degree of expertise/technical skills required for the production.
- The nature of the material (Media)
- The physiological parameter or sensory modality required
- Whether or not projection is involved
- Place produced
- Miscellaneous characteristic

Classifying instructional media based on convenience, media can be classified into:

**Durable and Non-Durable Media:** Durable materials are those that last for very long time. Such media include Computer, Projectors, Television, Radio, Cameras etc. They are hardware and high technology materials. Non-Durable media as the name implies are materials that have short life span or those that cannot be stored for a very long time. These media include pictorial and graphic representations such as posters, maps, charts etc; projected pictures such as film strips, transparencies, motion pictures etc.

**Audio-Visual Media:** Media under this classification appeal to the sense of hearing and seeing. Examples include video, television, computer motion pictures etc.

**Print and Non-Print Media:** Print media include books, newspapers, journals pamphlets etc while the non-print media are maps, charts, postal, graphs etc.

**Projected and Non-Projected Media:** The projected materials require other equipments especially projectors to function. In most Instances, they require electricity. Examples according to Nzeneri (1996) include slide and film strips, video cassette, transparencies, motion pictures, computer soft ware etc. The non-projected media are those that do not require any other equipment to function. Materials like poster, flash cards, charts, pictures etc fall under this category.

Based on the criteria, instructional media can be classified as low and high technology media, print and non-print media. Based on physiological criterion, Romiszowski (1995) classified media as shown in table I below.

Table I: Classifications of Media

<b>Class of Media</b>	<b>Sensory Channel</b>	<b>Instructional Media</b>
Auditory materials	Sense of hearing	Radio
Visual materials	Sense of vision	Still Pictures
Audio-visual materials	Sense of hearing and vision	Television
Tactile materials	Sense of touch	Braille
Olfactory materials	Sense of smell	Some gasses
Gustatory materials	Sense of taste	Foods
Kinaesthetic materials	ense of muscular co-ordination	Games materials like football

Source: Adapted from Romiszowski in Vikoo (2003:140)

No matter the classification, the benefits of instructional media usage are not in any way hidden. Adekola (2008) summarised the benefits by saying that usage of instructional media increases the rate of learning by the learners, makes learning to be real and permanent, saves teacher’s time which would have been wasted on oral presentation and explanation of subjects contents, promote learners participation in learning activities, makes learning available to wider audience and helps teacher and learner overcome physical difficulties in teaching and learning. However, despite the enormous benefits of instructional media usage in the teaching learning situation, Usha (2003) observed that up till 1998 only 0.6% of Nigerian population own personal computer, 6.7% own television while only 14.6% own radio. Also, there are only about 410 internet host in the country. The statistics as presented by Usha (2003) revealed that majority of Nigerians lack access to electronic instructional media.

The Immuno-Deficiency Virus (HIV) and the Acquired Immune Deficiency Syndrome (AIDS) are Sexually Transmitted Diseases (STDs). Sexually transmitted diseases as observed by Achalu (2008) constitute one of the major health problems in the world today, causing serious illness, disability and even death. Sexually Transmitted Diseases are a group of communicable diseases caused by germs which are primarily spread from one person to another mostly through sexual intercourse. Though, there are many STDs, the HIV is the most serious of them. This is because as noted by Fasokun (2006), all over the world HIV/AIDS is causing devastation by its destructive effects on families and communities. According to the World Health Organisation's report, Fasokun (2006) stated that about 37 million adults (15-49) and 2.5million children (0-14) were living with HIV in different parts of the world. During this same period about 3million death from HIV/AIDS were recorded.

Akaranta (2008) revealed that about 10% of the world population resides in Sub-Saharan Africa. He however noted that 70% of HIV/AIDS, 90% of AIDS orphans and 80% of AIDS death occur in Africa. Reporting the HIV/AIDS situation in Ghana, Adoo-Adeku (2007) stated that HIV/AIDS prevalence as at 2004 was 3.1% and that the population of people living with HIV/AIDS was about 600,000. His findings revealed that the people within the age range of 30-34 constitute 45.5% while 35-39 constitute 31.8%.

In Nigeria, the National Planning Commission in (2008) while presenting the 2005 Millennium Development Goals (MDGs) report revealed that HIV/AIDS among the adults is 5.8%. The report further revealed that an estimated 3.45million people are living with HIV/AIDS and over 1.5million Nigerians have died of AIDS. The Nigerian Television Authority (NTA) news of 24<sup>th</sup> March, 2009 reported that the HIV prevalence in Nigeria is about 4.6%. Fasokun (2006) noted that the epidemic hit those between 15-24 years of age particularly hard.

The AIDS virus belongs to a group of viruses known as retrovirus. Achalu (2008) explains that the AIDS virus can be found in blood, semen, vaginal secretion, saliva and breast milk; can only replicate in host cells; can exist in the body for 2-8 years before manifesting any symptom; takes 2weeks to 6months before a person develop anti-body; capable of changing its outer coat protein as it wishes; can not survive outside the body for long and causes a breakdown of the body's immune system. Reporting on the spread of AIDS virus, Bernell, Hyde and Swainson cited in Oyebamiji and Adekola (2008b) identifies three basic ways through which HIV can be spread. They are

- i. Sexual intercourse with infected person.
- ii. Contact with contaminated blood.
- iii. Transmission from infected mother to her child during birth or through breast feeding.

Achalu (2008) and Jackreعه (2008) summarised the socio-cultural factors that promote the spread of HIV/AIDS in Nigeria as: polygamy, wife sharing, wife inheritance, widowhood, early marriage, superstitious beliefs, ignorance, circumcision, offering of women to guests and sirah syndrome (practice of father forbidden their first daughter from getting married. The first daughter stays in the family and can have sex with any man in the community. The resultant child/children bear the name of the mother's father). This practice can be found among the Ogonis in Rivers State, Nigeria.

With the fast spreading of HIV/AIDS in Nigeria, the National Action Council on AIDS (NACA) mounted public education programmes especially among the youths to bring down the trend of HIV/AIDS transmission in the country. HIV/AIDS initiatives have also been supported by non-governmental organisations, schools, and religious bodies, with the aim of reducing HIV/AIDS in Nigeria. Various approaches including the use of instructional media are being adopted. All hands are on deck and this work is one of the efforts.

The urban and rural communities co-exist in all countries of the world since no country is entirely rural or urban. Oyebamiji and Adekola (2008a) revealed that in East Africa, the proportion of urban population is about 9%. In Nigeria, it is about 21% while in Ghana, it is about 30%. The term urban according to Otite (2002) is a human congregation in a relatively large area. Urban communities therefore are a relatively large, densely populated settlement of heterogeneous people. Being densely populated and heterogeneous, Oyebamiji and Adekola (2008b) observed that the urban people are generally anonymous and this gives them opportunity to freely enjoy their freedom on almost every aspects of life, especially the social aspect. As a result of this, most urban dwellers interact and enjoy their social life without much caution and attention to health related matters. This carefree attitude of the urban dwellers promotes the rapid spread of various sexually transmitted diseases including HIV/AIDS among them. According to Balogun (2005) the Nigerian urban communities are mostly inhabited by adolescents and young adults of age 18-55years. This supports the view of scholars that HIV/AIDS is more prevalent among the youths and young adults.

Fasokun (2006) noted that about 63million men, women and children worldwide have been infected with HIV and about 2.1million people have died. He specifically noted that the epidemic is prevalent among youths between 15-24 years of age. Globally, HIV/AIDS is causing devastation by its destructive effects on the families and communities. WHO (2007) reported that 33.8million people world-wide were living with HIV/AIDS and that 2.1million people have died of AIDS. In fact, 68% of the global HIV/AIDS figure is recorded in Sub-Saharan Africa. Wikipedia (2009) noted that Africa occupies the most unfortunate position in the HIV/AIDS epidemic world-wide. It posited that 19 African countries are among the nations with the highest prevalence of HIV and that more than 24.5million (60%) of HIV/AIDS infected people live in the region. Wikipedia further noted that South Africa and Nigeria recorded the highest figure of 756,000 and 170,000 HIV/AIDS deaths respectively, as at 2008.

Today's young people belong to the AIDS generation. They have never known a world without HIV/AIDS. Millions have died, yet the HIV/AIDS remains invisible to the adults and young people alike. According to Akaranta (2008) youths aged 15-24years constitute 10% of the global population and that 10% of the world population reside in Sub-Saharan Africa. Consequently, 70% of HIV/AIDS cases, 90% of AIDS orphans and 80% of AIDS death occur in the region. With 7000 of the worlds 4billion youths infected daily worldwide, it becomes obvious that to successfully combat HIV/AIDS, youths must be central to the programmes.

Fasokun (2006:127) and Akpan (2008:74) reported on the spread of HIV/AIDS and how to conquer it, brought-forth various suggestions and recommendations. Prominent among the strategies recommended for curbing the scourge of HIV/AIDS is education. According to Oyebamiji and Adekola (2008a:30), is because it has been discovered that education possesses the ability to shape and modify human behaviour and develop desirable habits, skills and attitudes for adequate adjustment in the society. Omolewa (2001:1) noted that education has great potentials for transforming the individuals and the society. Supporting education as a major instrument for solving serious societal problems, Christian (2006) stressed that education is a human right and it is the key to poverty alleviation, disease control and human development.

Despite the strength of education in solving societal problems, its effectiveness in imparting knowledge on its recipients depends largely on a number of factors. Such factors as noted by Adekola (2008) include the suitability of the contents for the learners, the teacher or facilitator and the media used to drive the points home. With the advancement in Information and Communication Technology (ICT), Vikoo (2003) posited that instructional media have occupied more significant position in the process of passing new knowledge and information to the people. Today, teaching and learning through the use of instructional media, sometimes without the presence of a teacher or facilitator, has been accepted in almost every society of the world. It is for this reason that this study examines the impact of instructional media on the education of youths on HIV/AIDS in Nigeria.

This study is focussed on Port Harcourt city, Nigeria. The city is not only the capital of Rivers State; it is one of the emerging mega cities in Nigeria. The rate of HIV/AIDS prevalence in Port Harcourt according to Okoli (2008) is 7.7%. Achinwendu in Okoli (2008) noted that about 162,322 persons are living with HIV/AIDS in Rivers State. Port Harcourt as an oil city attracts people from all over the world. It is estimated that 1.5 million people move in and out of the city daily through the east-west road only. The International Airport and the Sea Port bring in both foreigners and nationals. The presence of six tertiary institutions with large populations of youths who display indiscriminate sexual behaviour compounds the problem. It is not surprising therefore that the youths in Port Harcourt are terribly affected by the HIV/AIDS epidemic and this attracted the attention of this researcher to carry out this study in the city.

The Human Immuno-Deficiency Virus (HIV) and its effect of Acquired Immune Deficiency Syndrome (AIDS) have been depleting the Nigerian human resources for years. In spite of the serious effects of HIV/AIDS on individuals and the nation, many Nigerians are still daily infected by the disease. To reverse the trend of the disease in Nigeria, government had put in place various bodies and strategies. Among such strategies is the provision of HIV/AIDS education through the formal and non-formal education. In the formal education, HIV/AIDS related topics are taught to school age youths at the schools. In the non-formal education, HIV/AIDS information and knowledge are being passed to out-of-school youths and adults through various instructional media. In both ways instructional media seem to occupy important position in HIV/AIDS knowledge dissemination. This is because learners learn better and can easily recall what has been learnt when learning is supported by instructional materials. It is to this end that this study examines the impact instructional media would have on the education of youths against HIV/AIDS in Nigeria urban communities.

## **Purpose of the Study**

This study intends to achieve the following objectives:

- i. To find out the extent to which instructional media are used to educate Nigerian urban youths on HIV/AIDS.
- ii. To examine the extent to which instructional media impart knowledge of HIV/AIDS on Nigerian urban youths.
- iii. To determine the difference in impact (if any) of instructional media usage on the knowledge of in-school and out-of-school youths on HIV/AIDS.
- iv. To identify the hindrances against effective use of instructional media on the education of Nigerian youths on HIV/AIDS
- v. To make recommendations for improved usage of instructional media on the education of youths on HIV/AIDS.

## **Hypotheses**

To guide and give direction to the study, the following null hypotheses were formulated:

- i. There is no significant relationship between instructional media usage in HIV/AIDS education and improved knowledge of the disease by youths in Nigerian urban communities.
- ii. There is no significant relationship between instructional media usage and positive change in HIV/AIDS related behaviour among youths in Nigerian urban communities.
- iii. There is no significant difference in the impact of instructional media usage on HIV/AIDS education between in-school and out-of-school youths in Nigerian urban communities.

## **Research Question**

What are the hindrances to effective usage of instructional media on HIV/AIDS education in Nigeria?

## **RESEARCH METHODOLOGY**

Nworgu (1991) asserted that the choice of research design adopted in any research or investigation depends on the relevance of the proposed design to the nature and purpose as well as the economy of the research. Given the above, this study adopts the descriptive survey design. This design according to Abu and Oghenekowho (2003) provides a descriptive analysis of a phenomenon as distinct from the tendency to manipulate variables.

The population of this study comprised of all in-school and out-of-school youths (age 18-39) in Port Harcourt city, Rivers state, Nigeria. The random sampling technique was used to select two hundred out-of-school youths from the city. The same method was used to select one hundred respondents from each of the three tertiary institutions in Port Harcourt (University of Port Harcourt, Rivers State University of Science and Technology and Rivers State College of Education). Thus, a total of five hundred youths were randomly selected to participate in the study.

The main instrument used for data collection was a structured questionnaire tagged Instructional Media and HIV/AIDS Education Questionnaire (IMHAEQ). This instrument was complimented with oral interview. To ensure face and content validity of the instrument, it was exposed to scrutiny and judgement of experts in the area of instructional media and HIV/AIDS. Their criticism led to the removal, substitution and restructuring of some items in the instrument. The test-retest method was used to determine the reliability of the instrument. Data collected were analysed with Pearson Product Moment Correlation. A correlation co-efficient of 0.815 was obtained. The main instrument was administered with the assistance of five trained research assistants selected from among post graduate students of the Department of Adult and Non-Formal Education, University of Port Harcourt. Data collected for the study were collated and analysed using the Statistical Package for the Social Sciences (SPSS). Hypotheses one and two were tested with Pearson Product Moment Correlation Method, t-test was used to test hypothesis three while percentage analysis was used to answer the research question.

## **RESULTS**

Ho1. There is no significant relationship between instructional media usage in HIV/AIDS education and improved knowledge of the disease among youths in Port Harcourt.

Table 2: Correlation between instructional media usage and improved knowledge of HIV/AIDS among youths in Port Harcourt

Variable	N	r.cal	r.tab	$\alpha$	Remark
Instructional Media Usage in HIV/AIDS Education Improved Knowledge of the Disease among youths.	500	0.841	0.098	0.05	Ho. Rejected

The result of analysis of data on hypothesis one revealed that correlation co-efficient (r) of 0.841 is very significant; with tabulated value of 0.098, the null hypothesis is rejected. This implies that a relationship exist between instructional media usage in HIV/AIDS education and improved knowledge of the disease among youths. Improved knowledge in this study refers to “all that can be known” in terms of facts, ideas, policies and information on HIV/AIDS.

Ho2: There is no significant relationship between instructional media usage in HIV/AIDS education and positive change in HIV/AIDS related behaviour among youths in Port Harcourt.

Table 3: Correlation between instructional media usage and change in HIV/AIDS related behaviour among youths in Port Harcourt city.

Variables	n	r.cal	r.tab	$\alpha$	Remark
Instructional Media Usage in HIV/AIDS Education Positive Change in Behaviour Among Youths.	500	0.771	0.098	0.05	Ho. Rejected

The analysis of data on hypothesis 2 as contained in table 3 shows a Correlation Co-efficient ( r ) of 0.771. With tabulated value of 0.098 the null hypothesis is rejected. This implies that there is a significant relationship between instructional media usage on HIV/AIDS education and positive change in behaviour among youths in Port Harcourt, Nigeria. Positive change in behaviour is measured by what the respondents claim to know and do through items picked from the main instrument and information gathered from the oral interview.

Ho3: There is no significant difference on the impact of instructional media usage in HIV/AIDS education between in-school and out-of-school youths in Port Harcourt city.

Table 4: T-test on impact of instructional media usage in HIV/AIDS education between in-school and out-of-school youths in Port Harcourt city.

Groups	n	x	t.cal	t.crit.	$\alpha$	Remark
In-School Youths	300	64.17	1.96	3.44	<0.05	Upheld
Out-of-School Youths	200	58.57				

Information from table 4 above reveals that there is no significant difference in the impact of instructional media usage on in-school and out-of-school youths. Since the calculated value of t = 1.96 is lesser than the critical value of 3.44 at 0.05 level of significance the null hypothesis is upheld.

## Research Question

**RQ1:** What are the hindrances to effective usage of instructional media on HIV/AIDS education among youths in Port Harcourt City?

Table 5: Percentage analysis of hindrances to effective usage of Instructional media for HIV/AIDS education among youths in Port Harcourt City.

Hindrances	Response			
	Agree	%	Disagree	%
Poor programme funding	390	78	110	22
Illiteracy	180	36	320	64
Inadequate power supply	405	81	95	19
Weather	281	56	119	44
Poverty	260	52	140	48

Data in table 5 reveals that inadequate power supply and poor funding of programmes are the major hindrances to usage of instructional media in HIV/AIDS education. While 81% of the respondents agree that inadequate power supply is a hindrance, only 19% disagree. Also, 78% of the respondents agree that poor funding of programme is a hindrance only 22% disagrees. This very high percentage of respondents who agree portends that the two items are major hindrances to effective use of instructional media on HIV/AIDS education. For other hindrances, 56% and 52% of the respondents agree that weather and poverty respectively are hindrances to effective use of instructional media on HIV/AIDS education. Illiteracy is not seen as a hindrance to effective usage of instructional media on HIV/AIDS education. Only 36% of the respondents agree while 64% disagree that illiteracy is a hindrance to HIV/AIDS education. This finding shows that illiterates can also learn and acquire knowledge through the various instructional media if they are effectively used.

## DISCUSSION OF FINDINGS

The analysis of data on hypothesis one as shown in table 2 reveals that there is a relationship between instructional media usage in HIV/AIDS education and improved knowledge of the disease by youths in Nigeria. This finding supports Adekola (2008) who posited that instructional media usage increases the rate of learning and also make learning to be real and permanent. The finding also corroborates the position of Vikoo (2003:47) that instructional media usage in teaching and learning situation extends the range of learning experience available to learners and that media usage makes teaching and learning easier and more effective. The finding is also in line with Nzeneri (1996) that instructional media usage induces greater acquisition and longer retention of information and that media usage promotes reality of experience and assist in proper interpretation of facts and ideas. This means that the usage of instructional media in the education of youths on HIV/AIDS would expose them to the realities of the disease, assist them in interpreting risky behaviours and make knowledge acquired more permanent.

The findings from hypothesis two revealed that there is a significant relationship between instructional media usage in HIV/AIDS education and positive change in behaviour among youths in Nigeria. This finding is in line with the view of Akaranta (2008:6) that education propelled by instructional media provides knowledge and dispels myths, strengthen life skills, facilitate/support responsible behaviour and enhance basic value systems among youths. Similarly, the finding corroborates the believe that education generally is meant for a positive change in behaviour of the recipient. Thus scholars recommending education as a way out of the HIV/AIDS pandemic among youths are of the view that it would promote positive change in behaviour on stigmatisation of the infected, attitude of the affected and those not yet to be infected or affected. However, Okoli (2008) believed that education would achieve this aim better when it is supported or passed through the instructional media.

Information on hypothesis three as revealed in table 4 shows that there is no significant difference in the impact of instructional media on the education of in-school and out-of-school youths on HIV/AIDS. This finding supports Nzeneri (1996) that instructional media makes learning available to wider audience and takes care of individual differences. Also Vikoo (2003) asserts that instructional media cater for individual differences. Such differences could be personal differences that have to do with age, sex, location etc. This finding is also in line with the view of Adekola (2008) that instructional media allows for equalisation of learning opportunities. This implies that all learners in a specific learning situation have almost equal opportunities to learn; since instructional media especially audio-visual takes care of individual difficulties and disabilities. In HIV/AIDS education, the in-school and out-of-school youths would benefit equally, without any retard, from information passed through media such as Television,



Films, Postal, Bill Boards etc, since they combine sound and picture, colour and picture which youths can easily interpret at their own level.

The study further revealed that inadequate power supply and poor funding of HIV/AIDS programmes rated high among the hindrances to effective usage of instructional media for HIV/AIDS education. This finding is in line with Oyebamiji and Adekola (2008b) who recommended improved programme funding especially at the grassroots level as one of the solutions to the spread of HIV/AIDS. The effects of inadequate power supply on the economic and social system of Nigeria has been established at different fora in and outside the country. Since instructional media include sophisticated technological materials that heavily rely on electricity to function, adequate power supply is very necessary for their effective usage. Media like Television, Computer, internet and Satellite images, Electronic Bill Boards, Projectors etc, cannot function without power. Adequate provision of electricity therefore becomes important element for effective usage of these instructional media for the education of youths on HIV/AIDS.

## CONCLUSION AND RECOMMENDATIONS

The central focus of this study is the impact of instructional media on the education of youths on HIV/AIDS in Nigeria urban communities. It discovers that education more than any other factor is a very useful instrument in combating the scourge of HIV/AIDS. This study concludes that though education correlates with improved knowledge on HIV/AIDS, it would only be effective in the fight against spread of HIV/AIDS among urban youths when it is backed-up with relevant functional instructional materials. It is further concluded that more radical media-oriented approach should be adopted in the education of youths, especially the out-of-school youths, on HIV/AIDS.

Based on the conclusion, this study recommends that:

- Educators and programme planners should always create enough room for the use of instructional media when planning and implementing HIV/AIDS education programmes.
- Adequate fund should always be set aside for the acquisition and maintenance of instructional media in Nigerian educational institution.
- Government should redouble her efforts at ensuring adequate power supply in Nigeria.
- Efforts should be made to develop open-space instructional media that can withstand the adverse effects of weather for a long time.
- Efforts should be made by government and non-governmental organisations to attract the attention of Nigerian youths to HIV/AIDS information and knowledge by providing more open-space HIV/AIDS instructional media in secondary schools, campuses of tertiary institutions and public places.
- The timing of HIV/AIDS education programmes on electronic media should be made fairly permanent and made known to Nigerian youths through other instructional media like handbills and public advert. Such programmes should be highly interesting and presented outside the school hours.

## Policy Implications

The Nigeria National Policy on Education is silent on development, production and usage of instructional media in formal and non-formal education; policy makers in education therefore need a re-examination of the policy to input issues of instructional media in the national policy on education. Similarly, the curriculum and subject contents of health related subjects especially at the basic education level should be reviewed to merge them with the level of instructional media development in the country.

The National Agency on HIV/AIDS need to create a partnership with the National Education Research and Development Council (NERDC) and the National Mass Education Commission (NMEC) in the development of HIV/AIDS education programmes for adequate integration of ideas on instructional media production and usage into formal and adult education HIV/AIDS programmes.

## REFERENCES

- Abu, P. & Oghenekhow, J. (2003). The efficiency of co-operative societies in creation and management of credit facilities for economic development. *Nigerian Journal of Industrial Education and Labour Relations*. 5 (1), 12.



- Achalu, E. I (2008). Basic Facts about HIV/AIDS and Sexually Transmitted Infections (STIs). A Paper Presented at the Workshop on the Integration of HIV/IDS into University Curriculum on 22<sup>nd</sup> July, 2008, at the University of Port Harcourt.
- Adekola, G. (2008). *Methods and Materials Utilisation in Adult and Non-Formal Education*. Ibadan: Gabesther Educational Publishers.
- Adoo-Adeku, K (2007). Gender HIV/AIDS and the Empowering Process: A Case Study in Ghana. *Ghana Journal of Literacy and Adult Education*. 3 (2), 1-10.
- Akaranta, O. (2008). A Keynote Address Delivered at a Workshop on Integration of HIV/AIDS into the University Curriculum on 22<sup>nd</sup> July, 2008 at the University of Port Harcourt.
- Balogun, A. A (2005). *Effects of Migration on Community Development Practice in Lagelu Local Government Area, Oyo State*. Unpublished M.Ed Project, Department of Adult Education, University of Ibadan.
- Fasokun, T. O (2006). HIV/AIDS as a Depleting Factor in Widening Access to Education. In Akpovire, O and Harbans, S.B. *Widening Access to Education as a Social Justice. Essays in Honour of Micheal Omolewa*. Dordrecht: Springer.
- Gbamanja, S. P. T (1991). *Modern Methods in Science Education in Africa*. Owerri: Totan Publishers Limited.
- Jackreece, O. P (2008). Soio-Cultural Practices and the Spread of HIV/AIDS in Nigeria. A Paper Presented at the Workshop on the Integration of HIV/IDS into University Curriculum on 22<sup>nd</sup> July, 2008, at the University of Port Harcourt.
- Nigerian Television Authority (2009). Network News of 20<sup>th</sup> March, 2009.
- Nworgu, B. G (1991). *Education Research: Basic Issues and Methodology*. Ibadan: Wisdom Publishers Ltd.
- Nzeneri, I. S (1996). *Handbook on Adult Education: Principles and Practice*. Onitsha: Goodway Printing Press Ltd.
- Okoli, N. J (2008). HIV/AIDS and Youths: Teaching Methods/Techniques, Awareness Campaign and Community Service in University of Port Harcourt and Environs. A Paper Presented at the Workshop on the Integration of HIV/IDS into University Curriculum on 22<sup>nd</sup> July, 2008, at the University of Port Harcourt.
- Omolewa, M. A (2001). *The Challenge of Education in Nigeria*. Ibadan: Ibadan University Press.
- Onyeozu, A. M. (1997) Literacy Materials Development and Production in Adult Education. *Journal of Technical and Science Education 1&2*, 51-57.
- Otite, R. E (2002). Partnering in Community Development: A Study of Three Rural Communities in Delta State, Nigeria. Ibadan: Department of Adult Education, University of Ibadan. Unpublished Ph.D Thesis.
- Oyebamiji, M. A & Adekola, G. (2008a). *Fundamentals of Community Development in Nigeria*, Port Harcourt: University of Port Harcourt Press.
- Oyebamiji, M. A. & Adekola, G. (2008b). Impact of Non-Governmental Organisations on the Promotion of Literacy for HIV/AIDS Awareness in Rivers State, Nigeria. *African Journal of Historical Sciences in Education*, 4, (1&2). 30-39.
- Romiszowski, A. J. (1995). *Designing Instructional Systems*. London: Kogan Page.
- Usha, R. V (2003). *Educational Broadcasting in the Commonwealth*. New Delhi: Asira Publishers.
- Vikoo, B. (2003) *Learning Theories and Instructional Processes*. Owerri; Springfield Publishers.
- WHO (2007). Retrieved December 12, 2009, from [www.who.com](http://www.who.com).

---

<sup>i</sup> Dr. Ganiyu Adekola is a lecturer in the Department of Adult and Non-formal Education, University of Port Harcourt. His research interests cover community development, media usage in adult education and environmental adult education. He can be reached on Tel: +2348064698589; E.mail: [adekolag@yahoo.com](mailto:adekolag@yahoo.com)