



Relative Effects of Two Modes of Video Instruction on Senior Secondary School Students' Interest in Essay Writing in Nsukka Local Government Area, Enugu State

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Abstract

This is a study on relative effects of two modes of video instruction on senior secondary school students' interest in essay writing. It was carried out in Nsukka Local Government Area of Enugu State. This study was guided by two research questions and two hypotheses. Pretest-posttest nonequivalent groups quasi-experimental design was adopted for the study. The sample size of 174 SS2 students in four co-educational secondary schools was drawn using purposive sampling procedure. The reliability index of 0.87 of the essay writing interest inventory which was used for the study was determined using Cronbach's Alpha formula. Mean and Standard Deviation were used to answer the research questions and ANCOVA was used to test the null hypothesis at 0.05 level of significance. The findings of the study revealed that students taught essay writing using video instruction only had higher interest than students taught with video instruction involving student-student interaction, although there was significant difference in the mean interest scores of students taught using video instruction only and those taught using video instruction involving student-student interaction. The findings also showed that female students had higher interest than their male counterparts in essay writing, and that there was no significant difference in the mean interest scores of male and female students in essay writing. It was recommended among other things that the government at all levels should provide enabling learning environment that supports the use of video instruction with student-student interaction by establishing, and sustaining the use of information and communication technology (ICT) tools in secondary schools across the country.

Key Words: Video Instruction, Student-student Interaction, Interest, Essay Writing

Introduction

Language is an indispensable communication tool. It is a system of signs, symbols and rules used by humans for communication. According to Emeka-Nwobia (2015), language is a major aspect of identifying people's culture, and it is capable of transferring this culture from one generation to another. This implies that apart from functioning as a communication medium, language plays a vital role in the preservation of a people's culture. One language that has proved indispensable in the areas of communication and dissemination of culture globally is the English Language which is the official language in Nigeria. It plays a unique role in the enhancement of communication in Nigeria, which is a multi-ethnic and multi-lingual country. English, just like any other language, has four basic skills which are listening, speaking, reading and writing.

Listening is a language skill that involves hearing words and understanding their meanings, tone and context; speaking enables communication and interaction among human beings; reading is an important way of obtaining information from a text, while writing is a language skill that makes it possible for language users to properly express their thoughts and ideas in an orderly manner. Writing skill is often viewed as the most difficult of the language skills (Fakeye & Ohia, 2016). This is because it does not just involve presentation of words graphically, but development and presentation of ideas in an organized way. Muodumogu and Unwaha (2013) viewed writing as foundational to success in academics, in the workplace and in the global economy. It can be deduced



from Muodumogu and Unwaha's view that writing skill is an indispensable skill in educational advancement.

One important way of determining senior secondary school students' ability to write is through essay writing exercises. Essay writing is a skill which demands that students should organize their thoughts clearly and effectively (Okonkwo, 2015). It requires conscious efforts and practices in composing, developing and analyzing ideas. Essay writing involves such practices as garnering content materials; organizing the materials into logical order (paragraphing); using appropriate expressions, vocabulary, sentences, mechanics: punctuation, capitalization, spelling and grammar (Igubor, 2015). It is a fundamental skill of art which needs to be learnt by all and sundry. Essay writing has to do with development of the art of writing letters, memos and minutes of meetings, articles for publications, reports, and speeches. Others include description of various things, situations and experiences, narrations or accounts of happenings and presentation of reasoned persuasive thoughts. All of these skills are needed not only to pass examinations, but also that they may navigate successfully through the chaos of existence.

Worthy of note is the fact that making learners to be able to do well in essay writing goes a long way in enhancing their overall achievement in English language in the Senior Secondary School Certificate Examinations. This is because based on the marks awarded to different aspects of the English language; good writing skill is required of students to pass at credit level in the West African Senior School Certificate Examinations (WASSCE). For instance, in paper one of the English language in WASSCE, essay writing carries 50 marks, comprehension carries 20 marks, summary carries 30 marks. This means that a high mark is allotted to essay writing. From this discussion, it is debatable that making learners have good knowledge of the different types of essays will be of immense benefit to them.

There are four major parameters used to measure the ability of students in essay writing in English Language. They are content, organization, expression and mechanical accuracy. This means that the students should be able to provide the expected number of points in the essay (content), logically organize their points in paragraphs (organization), use suitable sentences and relevant idiomatic expressions (expression) and use punctuation marks where appropriate (mechanical accuracy). The implication is that essay writing cuts across other aspects of language study such as grammar, phonology, semantics and syntax; hence its importance (Ukwumaka, 2016). This study focuses on narrative essay due to the observed difficulty of learners in narrating an event appropriately, and their poor performance in narrative essay. In line with this, WAEC Chief Examiners' Report (2022) indicates that students performed poorly in narrative essays for they displayed poor knowledge of tenses while narrating stories. Moreover, the researchers have also observed that secondary school students find it difficult to narrate events chronologically. Hence, there is a need to give attention to narrative essays.

A narrative essay is one that requires the writer to relate an event or an incident as an eyewitness would. The purpose of a narrative essay is to move an event through time. Writing a narrative essay entails choosing an event, incident or situation to be described from the beginning, middle, and end (Oluikpe, Ugwu & Ossai, 2023). There is therefore, the need for students to plan on how to write their narrative essay by presenting an outline, after which they figure out how to turn the outline into an essay through the use of sentences and paragraphs. It is not absolutely necessary that each event should be discussed within one and only one paragraph. Otherwise, the paragraphs might be too long. It is also usual in a narrative essay to use simple past tense very frequently since



the account relates to past events. For instance, such expressions as ‘he wrote’, ‘we thought’, ‘they climbed’, ‘we were shocked’, among others, are usually part of a narrative essay.

The narrative essay follows the order in which the events took place. Narrative essay should, therefore, contain exposition, conflict, rising action, climax, falling action, and resolution Ugwu (2023). Exposition has to do with the background information about the protagonist in normal life. Conflict is another feature of a narrative essay and it involves something that creates a problem for the protagonist, while rising action is an aspect has to do with the sequence of events that happen as a result of the conflict. Climax is concerned with the most exciting part of the story or the turning point. Falling action may be referred to as the events that happen after the climax, whereas resolution is the end of the story in which the problems of the story and the protagonists are resolved. The writer must ensure that the essay is interesting and convincing so that the reader would enjoy reading it, and also be led to believe that what he is reading is true. To impress the reader, the treatment of the subject must be systematic and attractive, and the writer should allow the narration of one event to flow into the next.

Due to the complexity of the narrative essay, English language teachers make significant efforts to teach it in such a way that learners will understand by using different instructional media to facilitate learning. Instructional media is one of the important variables that enable the teaching and learning process to sail successfully. Students’ learning outcomes are highly influenced by instructional media use as revealed in literature. According to Ossai, Eze and Obayi (2020), availability and adequacy of instructional media contribute in improving learners’ participation as it exposes learners to the real world of learning, as well as build understanding and retention. This is so because when things are seen, they are more remembered than when they are simply heard. In the similar vein, Makewa and Ngussa (2012) argued that the use of instructional resources that are related to the basic content of a lesson helps learners to understand a particular lesson. There is therefore, need to introduce innovative instructional media that promotes inclusive learning by enabling the students to participate actively in classrooms in order to improve their achievement in essay writing, which will invariably enhance their interest in this aspect of the English language. One instructional medium that may be useful in students’ interest in essay writing is Video Instructions (VI) (Oluikpe, Ugwu & Ossai, 2023).

Video is one of the various technological tools that can be used to enhance instruction. Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. According to Kim (2018), video refers to recorded moving images which can be accompanied with sound. Supporting teaching and learning in educational setting through video materials is known as video instruction (Bates, 2019). In VI real-life language examples are provided and these promote authentic language use (Mayer, 2017). However, it should be understood that video instruction cannot significantly improve students’ interest in narrative essays when they are not properly used by the teacher. Teachers have to play the vital roles of guiding and facilitating learning whenever video is used for instruction.

One of the modes of using video to teach has to do with playing the video and leaving the students to construct knowledge from characters, speech and actions in the video, while the teacher uses leading questions and prompts to guide them learn what they are expected to learn. This mode is operationally referred to as video instruction only, that is, video instruction without student-student interaction. Research has show that Video instruction without student-student interaction has significant benefits in terms of learning flexibility, and retention. One of such benefits is that it



promotes personalized and self-paced learning. For instance, Zhu et al. (2023) found out that video instruction allows students to engage with learning materials and this improves comprehension and retention. Garrison et al. (2022) also explain that students appreciate the convenience of video content for it allows them to review challenging material as many times as needed. Moreover, with video, learning materials can be presented in multimodal form such as visuals, text and narration. This is essential because learners are better able to process and understand information when it is presented through multiple modalities.

Another mode of VI is the video instruction involving student-student interaction. Here, a video is played and learners are given room for interaction. They interact with one another by discussing the content of the video and asking questions where necessary so as to internalize the information and knowledge acquired from the video. Students' interaction has been viewed as an important learning opportunity. Student-student interaction promotes active learning, teamwork, and collaboration, and motivates learners to find personal meaning for learning, explained Gillies (2016). In other words, teacher-centred pedagogy which does not promote students' interaction in the learning process is inadequate in the teaching and learning of essay writing. In line with this, Ossai, Eze and Obayi (2020) explain that unlike teacher-centered approach to teaching, interactive approach to language teaching and learning enhances language learning. By implication, when VI, which is capable of introducing and sustaining interactivity in classrooms, is used to teach narrative essays, the students will cease to record low achievement in it.

From above discussion, it can be seen that video instruction with student-student interaction and video instruction without students' interaction have the potential to facilitate learning. However, none of these modes of VI has been established to be more effective in promoting students' interest in essay writing. That is why this study sought to find out the effects of the two modes of video instruction - VI with student-student interaction and VI without students' interaction - on students' interest in essay writing. Interest in learning is defined by Tai et al. (2017) as learners' motivation towards knowledge and skill acquisition. According to Brizimo (2014) interest is required in a classroom setting to meet students' intellectual as well as emotional needs. Interest can never be imposed on an individual by external forces, but a teacher can help increase the learners' interest. This may be done through the use of instructional media that are learner-centred. It is important to note that students' interest in learning may be influenced by gender.

Males and females are socially different in that society lays down different social roles for each gender and expects different behaviour patterns from them. Gender is defined as the cultural and social values, attitudes, practices and uniqueness attached to being male or female (Anyanwu, 2015). Onuoha and Chukwu (2022) explain gender as a description of the roles played by men and women in society. Gender difference affects the attitudes and reactions of males and females to different issues and situations. For instance, women and men tend to use language differently. In a study conducted by Qingdao (2013) it was observed that there are phonological differences between the speech of men and women in a variety of languages. The researcher further observed that female students have better pronunciation than male students. All these can explain the reason why girls have more interest in studying language courses than boys. That notwithstanding, Ossai (2023) found out that there is no significant difference in the interest of male and female students in English grammar. Based on the findings of researchers, no gender has been established to have more interest than the other in language learning. Hence, there is need to investigate the influence of gender on students' interest in essay writing.



Theoretically, this study which sought to determine the relative influence of two modes of VI on students' interest in essay writing will provide opportunities for a better understanding, elaboration or refinement of Vygotsky's social constructivist theory. The social constructivist theory proposes that learners actively construct knowledge by integrating new information and experiences into what they have previously come to understand. This is in line with the application of video instruction which the English language students will likely cherish because of the visual and auditory features of the instructional medium which provide real life experience to them, and its potential of making learners actively involved in the learning process so as to be able to integrate new information into existing experiences. Video instruction which is capable of promoting the interest of learners will also be of great benefit to teachers. This is because when English language teachers come across this publication it will serve as an eye-opener to them, for they will discover from it that the use of VI is an important factor in improving students' interest in essay writing.

Research Questions

This study was guided by the following research questions:

1. What is the effect of Video Instruction (VI) with student-student interaction and Video Instruction (VI) without student-student interaction on the mean interest scores of students in English essay writing?
2. What is the influence of gender on students' interest in essay writing?

Hypotheses

The following null hypotheses were formulated guide the study and they were tested at 0.05 level of significance:

HO₁: There is no significant difference in the mean interest scores of students taught essay writing when exposed to Video Instruction (VI) with student-student interaction and those taught without student-student interaction.

HO₂: Gender has no significant effect on the mean interest scores of students in essay writing.

Method

This study employed pretest-posttest non-equivalent groups quasi-experimental design. The study was conducted in Nsukka Local Government Area of Enugu State. The population of this study consisted of the entire 2022/2023 SSS 2 students in public secondary schools in Nsukka Education Zone, numbering 4,012. The sample consisted of 174 SSS II student (80 males and 94 females) in four intact classes in 4 secondary schools which were purposively selected from the area of the study. Narrative essay interest inventory (NEII) which has a reliability index of 0.87 as determined through the use of Cronbach's Alpha formula was used for data collection. To achieve the aim of this study, the researcher used two experimental groups. They are experimental group one and experimental group two. The experimental group one was exposed to video instruction with student-student interaction while experimental group two was exposed to video instruction without student-student interaction. The researchers trained the English Language teachers on how to use the lesson plan that was prepared by the researchers on the use of Video Instruction in the teaching of essay writing before the commencement of the experiment. Before the lessons began, NEII was administered as



pretest to both the experimental groups. Then after the treatment which lasted for six weeks, another NEII was administered to the students as posttest. Data collected were analyzed using Mean and Standard Deviation to answer the research questions and ANCOVA to test the null hypotheses at 0.05 level of significance.

Results

Results of this study were presented in line with the research question and hypotheses that guided the study.

Research Question 1: What is the effect of Video Instruction (VI) with student-student interaction and Video Instruction (VI) without student-student interaction on the mean interest scores of students in English essay writing?

Table 1: Mean (\bar{x}) and Standard Deviation (SD) of Interest Scores of Students Taught Using Video Instruction Involving Student-Student Interaction and Video Instruction Without Student-Student Interaction.

Group	N	Pretest Mean		Posttest		Adjusted
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	
Experiment 1	86	39.53	3.21	52.93	4.46	51.62
Experiment 2	88	34.57	7.57	53.74	5.37	55.02

Table 1 revealed that the posttest mean score for students taught using video instruction with student-student interaction was ($\bar{x}=52.93$, SD = 4.46) and adjusted mean of 51.62 while that of students taught with video instruction was ($\bar{x}=53.74$, SD = 5.37) and adjusted mean of 55.02. Students taught essay writing using video instruction therefore, had higher interest than students taught with video instruction student-student interaction.

53.74—
52.93—

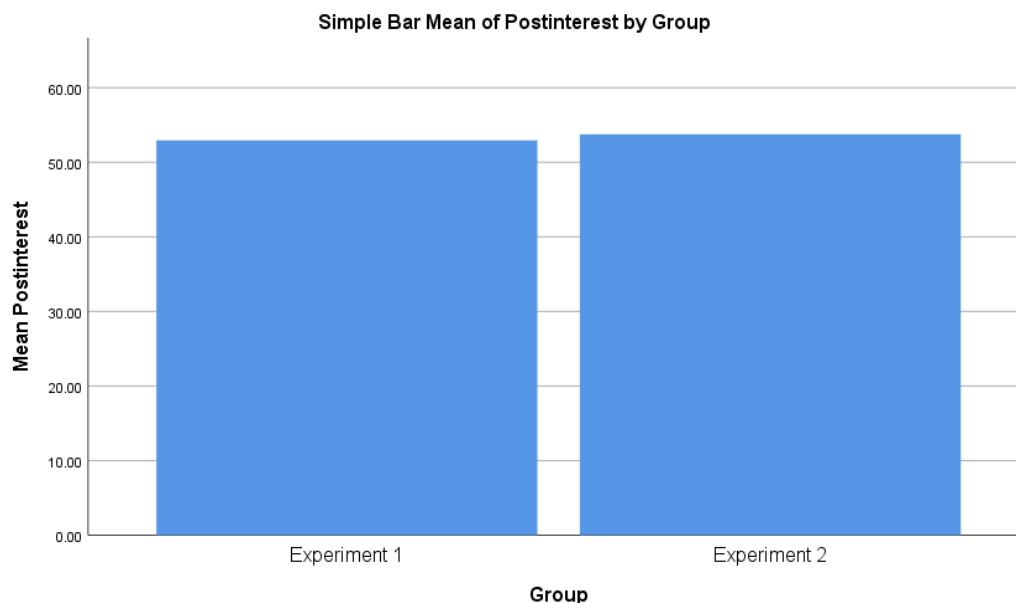


Figure 1: Mean posttest interest score of Video Instruction (VI) involving student-student interaction and those taught using Video Instruction (VI) only.

Research Question 2

What is the influence of gender on the mean interest scores of students in essay writing?

Table 2: Mean (\bar{x}) and Standard Deviation (SD) of interest scores of students according to gender

Gender	N	Pretest		Posttest		Adjusted Mean
Mean		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	\bar{x}
Male	81	38.89	5.59	54.00	5.29	52.92
Female	93	35.40	6.52	52.76	4.57	53.71

Table 4 showed posttest mean score of (\bar{x} =54.00, SD =5.29) and adjusted mean of 52.92 for male students, while the female students had posttest mean score of (\bar{x} =52.76, SD = 4.57) and adjusted mean of 53.71. Female students therefore, had higher interest than their male counterparts did in essay writing.

54.00—
52.76—

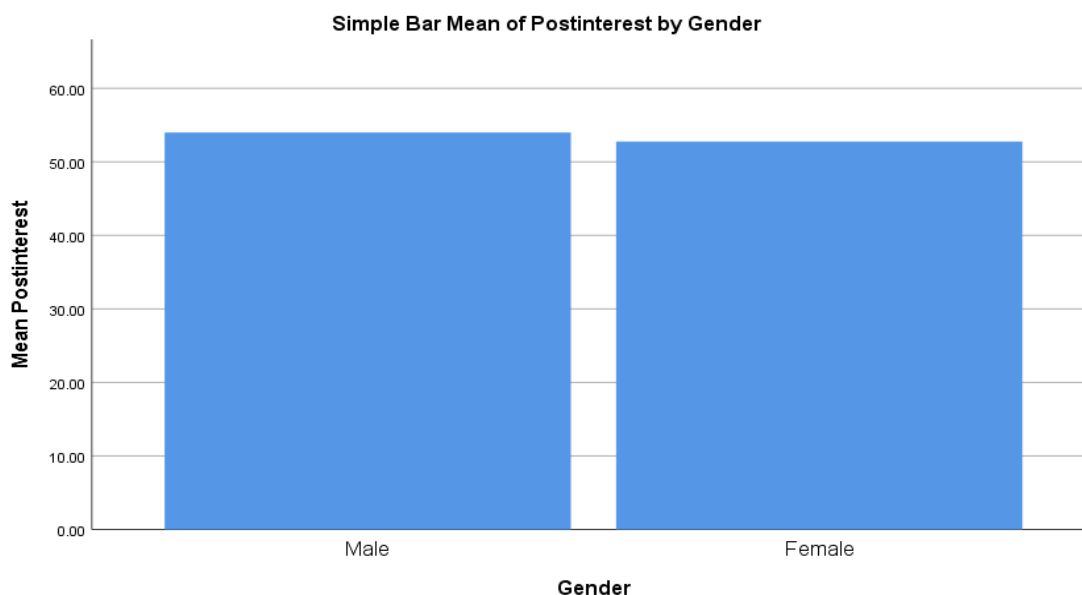


Figure 2: Mean interest scores of students according to gender

HO₁: There is no significant difference in the mean interest scores of students taught essay writing when exposed to Video Instruction (VI) with student-student interaction and those taught without student-student interaction.

Table 3: Analysis of covariance of students' English language essay writing interest scores by instructional media and gender

Sources Of Variation	Sum Of Squares	Df	Mean Square	F	Sig	Effect Size
Covariates						
Pretest	1049.218	1	1049.218	65.739	.000	.347
Main effects (combined)	410.333	2	205.166	12.855	.000	
Group	368.335	1	368.353	24.206	.000	.137
Gender	23.998	1	23.998	1.504	.222	.011
2-ways interactions						
Group x Gender	68.128	1	68.128	4.269	.040	.025
Model	1527.679	4	318.920	23.929	.000	
Residual	2697.315	169	15.960			
Total	4224.994	173	24.422			

Data in Table 3 showed a statistical significant main effect for video instruction $F(1,169) = 24.206$, $p = .000$, partial $\eta^2 = .137$. The null hypothesis therefore, was rejected, indicating that there was significant difference in the mean interest scores of students taught using video instruction with student-student interaction and those taught using video instruction without student-student interaction. The adjusted



mean for video instruction with student-student interaction was 51.62, while that for video instruction only was 55.02 as reflected in Table 2. The difference was in favour of the students taught with video instruction without student-student interaction. Students taught with only video instruction therefore, had higher interest than those taught using video instruction with student-student interaction in English language essay writing. The eta-squared statistic (.137) indicated a small effect.

HO₂: Gender has no significant effect on the mean interest scores of students in essay writing.

Table 3 revealed no significant main effect of gender $F(1,169) = 1.504$, $p = .222$, partial $\eta^2 = .011$. The null hypothesis was not rejected, indicating that there was no significant difference in the mean interest scores of male and female students in English language essay writing. The eta-squared statistic (.011) indicated a very small effect.

Discussion of Results

The findings revealed that students taught essay writing using only video instruction had higher interest than students taught using video instruction with student-student interaction. There was significant difference in the mean interest scores of students taught using video instruction involving student-student interaction and those taught using video instruction only. The reason for this might be because video instruction has the capacity to enhance students' interest whether student-student interaction is involved or not. This finding is in line with that of Ossai, Eze and Obayi (2020) that the use of effective and appropriate technological tools facilitate language learning.

Findings of the study also indicated that female students had higher interest than their male counterparts did in English language essay writing. The study also showed that there was no significant difference in the mean interest scores of male and female students in English language essay writing. This may be due to the fact that both male and female students participated actively in the lesson and their mean scores were very close. The result is in line with the findings of Brizimo (2014) that there was no significant difference in the interest of male and female students taught using different methods and approaches.

The findings of this study however, revealed that the interaction effect of video instruction and gender on students' mean interest scores in English language essay writing was statistically significant, though no significant interaction effect of instructional media and gender on students' achievement in English essay writing was noted. This indicates that gender could have contributed to students' interest in English essay writing in addition to the treatment used. This finding contradicts that of Omeje (2008) that there was no significant interaction effect of method and gender on students' interest in Igbo letter writing.

Conclusions

Students taught essay writing using video instruction only had higher interest than students taught using video instruction with student-student interaction. Female students had higher interest than their male counterparts did in English language essay writing. There was significant difference in the mean interest scores of students taught using video instruction student-student interaction and those taught using video instruction. There was no significant difference in the mean interest scores of male and female students in English language essay writing as male and female students maintained almost the same level of



interest in English language essay writing. The interaction effect of video instruction and gender on students mean interest scores in English language essay writing was statistically significant.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Government at all levels should provide enabling learning environment that supports the use of video instruction with student-student interaction by establishing, and sustaining the use of information and communication technology (ICT) tools in secondary schools across the country.
2. Teachers should help male students develop more interest in essay writing by using gender friendly strategies such as video instruction only, or video instruction with student-student interaction while teaching essay writing.

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