



Abidoye et al. (2024). Souphanouvong University Journal of Multidisciplinary Research and Development.
ISSN 2521-0653. Volume 10. Issue 2. Apr - Jun. 2024. Page 1-12

COLLISION OF VIRTUAL REALITY BASED INSTRUCTION ON BIOLOGY STUDENTS MOTIVATION IN SECONDARY SCHOOL IN ILORIN, KWARA STATE

Abidoye, Florence O. ¹, Aladesuyi David A. ², Afolabi Kayode O. ³

Department of Science Education, Faculty of Education, University of Ilorin, Nigeria

Correspondence:

*Abidoye, Florence O.
Department of Science
Education, Faculty of
Education, University of
Ilorin, Nigeria
abidoye.fo@unilorin.edu.ng;
aladesuyi20@gmail.com;
afolabi.ko@unilorin.edu.ng*

Submitted: Feb 08, 2024

Revised: Mar 28, 2024

Accepted: Apr 03, 2024

Abstract

This study examined how biology students' motivation was affected by virtual reality (VR) at secondary schools in Ilorin, Kwara State. 544 pupils from 20 secondary schools that were purposefully chosen made up the sample. Data is gathered using the Instructional Materials Motivation Survey (IMMS), which is based on Keller's ARCS motivation paradigm. Descriptive and inferential statistics (mean and standard deviation), and a t-test were used to analyze the collected data. The findings of the study revealed unveiled that the implementation of virtual reality-based instruction has a significant impact on the motivation of biology students in secondary schools. Moreso, the attention and satisfaction categories had the most favorable replies, indicating that VR has a considerable impact on students' motivation, according to the results. There are gender disparities in attention, with females showing higher levels. Therefore, the study suggests incorporating virtual reality (VR) into teaching methods and creating inclusive VR experiences that appeal