

## IMPACT OF AUDIO-VISUAL (AVs) RESOURCES ON TEACHING AND LEARNING IN SOME SELECTED PRIVATE SECONDARY SCHOOLS IN MAKURDI

ELIJAH OJOWU ODE

Department of Educational Foundations, Benue State University, Makurdi, Nigeria

### ABSTRACT

The study adopted a survey design aimed at investigating the extent to which AVs were used in teaching and learning and their impact on teaching and learning in some selected private Secondary Schools in Makurdi metropolis. Two research questions were stated and subsumed in a hypothesis. The review of related literature hinged on the clarification of conceptual underpinnings surrounding the study of audiovisual resources, while empirical studies on the area were also reviewed. One hundred and twenty respondents participated in the study. The instrument for data collection was questionnaire. Data collected was analyzed using simple percentages and frequencies while the hypothesis was tested using t-test statistics technique at 0.05 level of significance. The result revealed that the use of audiovisual resources have significant impact on the teaching and learning in secondary schools.

**KEYWORDS:** Audiovisual Resources, Sampling Technique, Teaching and Learning

### INTRODUCTION

Teaching and learning processes are very crucial at all levels of educational development. If well planned and directed, they are the keys to success and progress of an individual. Therefore, best methods have to be used in order to enhance effective teaching and learning. Consequently, the need to employ the use of teaching aids otherwise referred to as audiovisual resources to enhance effective teaching and learning. Audiovisual resources according to Dike (1989) do not only increase the motivation of the teachers and learners; they add clarity to the topic taught and make learning more interesting. Permanent learning according to Njoku (1980) is the goal of education in that the learners should be able to retain what is taught. Audiovisual materials make learning more permanent since they appeal to more than one sense. Research by Ode and Omokaro (2007) revealed that learners retain most of what they hear, see and feel than what they merely hear. This concept bears credence to the old Chinese adage which says 'what I hear I forget what I see I remember and what I do I know. A visual instruction encourages the use of audiovisual resources to make abstract ideas more concrete to the learners. Therefore, the teacher's duty is to make learning live, not just something to remember but part of living experience. This can be done effectively by employing the use of audiovisual resources in teaching and learning as a mean of imparting knowledge to learners. Educators have come to realize that the most effective teaching and learning take place when an individual has direct experience with the subject under study, in order wise, learners learn best by doing. It is only by the use of audiovisual resources that learners can be offered the opportunity to learn by doing. This is because attention, motivation, concentration and retention of facts are enhanced through the use of audiovisual materials.

However, there has been no consensus on the workability or otherwise of the use of audiovisual resources in teaching and learning of the numerous work done by researchers and authors of repute. On the contrary, there has been a surge in the number of people who feel worried about the negative aspects in the use of audiovisual resources.

In fact, they saw the use of audiovisual resources in teaching and learning as an eccentric in totality. The dissenting voices wondered if audiovisual resources have in any way enhanced teaching and learning. It is against this backdrop that the study investigates the impact of the use of audiovisual resources on teaching and learning.

## CONCEPTUAL FRAMEWORK

**Teaching:** Teaching connotes many meanings if used without clarification. Teaching is defined by Mormeka (1981) as an attempt to help someone acquire knowledge, or some attitudes. He viewed teaching to mean human's action based on interaction. This interaction according to this concept is akin to what happens in communication system whereby we have at one end the sender of information, and at the other end, the receiver of the message. In teaching process, Mormeka (ibid) likens the receiver of information to one being taught or learner. Teaching according to Akinpelu (1981) is a body of actions intended to induce learning. This concepts further conceptualizes teaching as a conscious and deliberate efforts by mature or experience person with the intention that later the immature or inexperience will learn or believe what is taught on rational basis. Learning according to Aina (2004) is an interdependent concept, it goes in hand in hand with teaching and none can stand on its own. According to him when teaching takes place, the end result is learning. Ode and Omokaro (2007) conceptualize learning as a modification in behaviour of an organism to stimulation. This concept is inadequate for human learning because learning in human beings may take place without the change being physically observed even though changes might have occurred internally or mentally.

## SIGNIFICANCE OF THE STUDY

This study which is concerned with investigating the impact of the use of audiovisual resources on teaching and learning in secondary schools in Makurdi is bound to be of immense benefits to students, teachers, school authorities, educational stakeholders, especially the Federal and State Ministries of Education. Specifically, the study will be of immense benefit because it will:

Enhance the learning processes of the students and thereby improve on their overall academic performance, since it will increase the motivation of the students, add clarity to the topics taught and make learning more interesting. Findings from the study will help to sensitize teachers and staff of secondary schools of their important roles in promoting the use of audiovisual resources in teaching and learning. This is because it will provide a basis for them to understand the need for their complimentary roles in encouraging and supporting the use of audiovisual resources The findings will further help to reveal and create awareness among the school authorities of the importance or otherwise of the use of audiovisual resources in teaching and learning. This is because the findings from this study may require taking a decision by the secondary school authorities whether to infuse audiovisual materials in learning curriculum or to modify, expunge or discontinue with the existing teaching methods. Create awareness for state and federal ministry of education as policy makers in secondary schools of the need to infuse the use of audiovisual resources as a core teaching method in the curricula of secondary schools and impress upon them to provide explicit strategy for enforcing the use of audiovisual materials in teaching and learning.

## PURPOSE OF THE STUDY

The study is designed to investigate the impact of the use of audiovisual resources on the teaching and learning. Specifically, the study intends to:

- Find out the types of audiovisual resources used for teaching and learning
- Determine the impact of audiovisual resources on teaching and learning

Two research questions and one hypothesis were formulated to guide the study.

### Research Questions

- What types of audiovisual resources are used for teaching and learning?
- What is the impact of audiovisual resources on teaching and learning?

**Hypothesis:** There is no significant difference between the use and non-use of audiovisual resources for teaching and learning in secondary schools

## RESEARCH METHODOLOGY

The study adopted a survey design, which aims at investigating the impact of the use of audiovisual resources on teaching and learning in selected secondary schools in Makurdi. A stratified random sampling technique was used to select one hundred and twenty respondents from the population. The sampled population comprised male and female students and their ages ranged from 18 to 25 years. The instrument used for data collection was questionnaire which was divided into three sections. Section A contained demographic information of the respondents, Section B contained information on the types of AVS used for teaching and learning, while Section C was devoted to the investigation on the impact of audiovisual resources on teaching and learning. The options were presented in four point scale ranging from: Strongly agree (SA), Agree (A), Disagree (D) and strongly Disagree (SA) respectively. Correspondingly each of those options attracts the following: SA (4), A (3), D (2) and SA (1). The criterion for decision making was that response percentage rate of 50% and above was considered acceptable while response percentage rate of 49% and below was unacceptable. The instrument was validated by two experts in library and information science and their corrections and suggestions were incorporated in the study.

### Data Analysis

Data collected were analyzed using tables, simple percentages and frequencies while the hypothesis was analyzed using t-test statistics techniques at 0.05 level of significance.

## RESULTS OF THE FINDINGS

**Table 1: Research Question 1: What Types of Audiovisual Resources Used for Teaching and Learning?**

S/N	Item Description	Number of Responses	Percentage (%) Response	Number of Responses	Percentage (%) Response	Total
1		Yes		No		
2	Filmstrips	100	85	20	15	120
3	Microform	84	70	36	30	120
4	Slides	77	64	43	36	120
5	Transparencies	101	84	19	16	120
6	Projected opaque materials	115	96	5	4	120
7	Photographs/pictures	120	100	0	0	120
8	Flash cards	117	98	3	2	120
9	Disc, video and tape recording	120	100	0	0	120

**Table 1: Contd.,**

10	Arts and study prints	120	100	0	0	120
11	Charts, atlases, maps	111	92	9	8	120
12	Posters and bill board	80	67	40	33	120
13	Illustrations and realia	120	100	0	0	120

The data on table one above shows the responses on the types of audiovisual resources used in teaching and learning in the selected secondary schools in makurdi metropolis. From the table above, the results show that one hundred respondents representing 85% of the total respondents used filmstrips in their respective schools for teaching and learning, 84 respondents representing 70% used microforms, and 77 respondents representing 64% used slides, 101 respondents representing 84% used transparencies while 115 respondents representing 96% used projected opaque materials.

The same significant responses and their corresponding percentage responses could be observed in all other item statements and this indicates that the respondents absolutely agreed that all the item descriptions (1-13) were used in teaching and learning in their respective schools. In the overall item statements, it could be observed that the number of 'yes respondents' awesomely over-shadowed the 'No respondents' with their insignificant percentage rate of less than 40%, which were statistically of no consequence to be reckoned with. This has therefore, answered the research question that all the audiovisual materials listed in item descriptions were used in teaching and learning in the selected secondary schools in Makurdi metropolis.

**Table 2: Research Question 2: What is the Impact of Audiovisual Resources in Teaching and Learning?**

Item Description	Response	Percentages (%)	Response	Percentages (%)	Total
	Yes		No		
Audiovisual resources make teaching easier and improve learning	120	100	0	0	120
Stimulate interest in teaching and learning	120	100	0	0	120
Base learning in sense experience	120	100	0	0	120
Solve educational problems arising from population boom, knowledge explosion, shortage of teachers in certain critical areas	84	70	36	30	120
Provide source of information and remove abstraction in teaching and learning	87	73	33	27	120
AVs promote better understanding and create emotional balance in teaching	100	83	20	17	120
Expand experience and help learners to share experiences of other cultures through films	80	67	40	33	120
They create room for individualized learning through their program instructions	115	96	5	4	120
AVs help learners develop quick interest in learning	95	79	25	21	120
The use of avs increase and enhanced effective teaching and learning	63	53	57	47	120
Create concrete basis for conceptual thinking and reduces learners' meaningless response	61	51	59	49	120

Table two above shows the responses on the roles of audiovisual resources in teaching and learning in the selected privately owned secondary schools in makurdi. As shown on the table, 120 respondents representing 100% acknowledged the fact that audiovisual resources make teaching easier and improve learning, again 120 respondents representing 100% agreed that audiovisual resources stimulate teaching and learning and 120 respondents representing 100% accepted that audiovisual resources provide base learning in sense experience. The results further indicated that 87 respondents an equivalent of 70% said audiovisual materials solve educational problems arising from population boom and explosion of human knowledge, 87 respondents representing 73% agreed that AVs provide sources of information on every kind of learning thereby removing abstraction in teaching and learning and 100 respondents representing 83% acknowledged that audiovisual resources promote better understanding and so create emotional balance and enable personality value to develop. 80 respondents representing 67% affirmed that AVs expand experience by helping learners to share experience of other cultures through films, 115 representing 96% agreed that AVs make individualized learning possible through their programmed instructions while 95 respondents representing 79% agreed that AVs make learners to develop quick interest in teaching and learning. Finally, 63 respondents, an equivalent of 53% affirmed that a combination of AVs increases and bring about effective learning, 61 respondents representing 51% agreed that AVs supply concrete basis for conceptual thinking, hence reduces learners’ meaningless word response. To further investigate the impact of audiovisual resources on teaching and learning, a hypothesis below was tested.

**Hypothesis:** There is no significant difference between the use and non-use of audiovisual resources in teaching and learning.

**Table 3: T –Test Analysis for Hypothesis above**

Variable	N	Df	Mean	SD	t	Sig.(2-Tailed)	Std Error Mean
Students taught using audiovisual materials	60	118	3.63	3.04	2.13	0.005	0.030
Students taught without audiovisual materials	60	118	3.20	2.80		0.005	0.042

Since the calculated t (2.13) is less than the table value of 2.5 at 0.05 level of significance with df of 118 is not significant. ( $t=2.13 > 2.5$ ,  $p > 0.05$ ). The null hypothesis is therefore; rejected implying that there is significant difference between students who are taught with audiovisual materials and those who are not taught without audiovisual materials. This further supports the earlier findings that the use of audiovisual materials significantly impact teaching and learning in secondary schools.

**DISCUSSIONS OF THE FINDINGS**

Discussions on findings of this study are made under the following sub-headings:

- Types of audiovisual resources used for teaching and learning
- The impact of audiovisual resources on teaching and learning

**Types of Audiovisual Resources Used for Teaching and Learning**

The data analysed and presented on research question one revealed that all the selected private schools in Makurdi were using various types of audiovisual materials ranging from filmstrips, microforms, slides, transparencies, tape recordings, flashcards, projected opaque materials, photographs, discs, arts and study prints, charts, atlases, maps, posters and billboards and realia for teaching and learning. The finding of this study is related to the study by Allen (1987)

which grouped audiovisual resources into microforms, filmstrips, slides, photographs, tape recordings, atlases, transparencies, projected opaque materials. The study further emphasized on the need to use those materials because they were capable of enhancing efficient and effective teaching and learning. This contention is in line with Okojie (2009) who opined that the use of audiovisual resources make instruction (i.e teaching and learning) lively, real and interesting as information accompanied by illustrations, pictures and real life specimens are accessed by learners and teachers. The above assertion provides a framework to which the importance of teachers using the AVs resources should be attached. The outcome of this study has dismissed the earlier erroneous notion that private schools in makurdi were not using audiovisual materials in teaching and learning because they lack the resources to procure them.

### **The Impact of Audio Visual Resources on Teaching and Learning**

The outcome of the findings on research question two clearly revealed that the use of audiovisual resources significantly impact on the teaching and learning in secondary schools in Makurdi. It was discovered from the findings that the impact of use of audiovisual resources on teaching and learning rests on the fact that they stimulate interest and improve learning. Agreeing with this, Dike (1989) opined that audiovisual resources do not only increase the motivation of the teachers and learners, they add clarity to the topic taught and make learning more interesting. The findings also revealed that AVs solve educational problems arising from population boom and explosion of human knowledge and they provide sources of information on every kind of learning thereby removing abstraction in teaching and learning. The above finding agrees with Ode& Omokaro (2007) that a visual instruction encourages the use of audiovisual resources to make abstract ideas more concrete to the learners. According to this opinion, the teacher's duty therefore, is to make learning live, not just something to remember but part of living experience.

The findings further revealed that the use of audiovisual resources significantly impact on teaching and learning in that they promote better understanding and so create emotional balance which gives room to personality development, they expand experience through films thereby helping students to share experience of other cultures, make individualized the individualize learning possible through programmed instruction. The above findings significantly bear credence to the study by Balogum (1976) on the importance of audiovisual materials which emphasized that a well chosen AV materials will promote better understanding, create emotional balance and allow learners share experiences of other cultures, and make individualized learning possible through their programmed instructions; and provide concrete basis for conceptual thinking hence reducing meaningless word response by learners. To further investigate if there is no significant difference between the use and non-use of audiovisual materials the null hypothesis was tested and the result showed that there is significant difference between the use and non-use of audiovisual materials in teaching and learning.

### **CONCLUSIONS**

This study investigated the impact of the use of audiovisual resources on the teaching and learning in selected private secondary schools in Makurdi, the capital of Benue State, Nigeria. The objective of the study was to determine the extent of impactions the use of audiovisual resources has on the teaching and learning in order to encourage its infusion into the learning curriculum of the schools. Conclusively, the study found out that the selected private schools in Makurdi were using various types of audiovisual resources in teaching and learning and this has had significant positive impact on the teaching and learning in those schools.

## RECOMMENDATIONS

Considering the importance of audiovisual resources in academic achievement and overall development of the students, the following recommendations are imperative.

- Infusion of the use of audiovisual resources as a core teaching method in the curricula of secondary schools and impressing upon the ministry of Education to provide explicit strategy for enforcing the use of audiovisual materials in teaching and learning is imperative
- Training and re- training exercise for secondary school teachers to get acquainted with the effective use of audiovisual materials should be organized by government in partnership with the school management
- The school facilities should be modified to accommodate the use of AV by building audiovisual centers where students could be exposed to practical exercise

## REFERENCES

1. Aina, L.O (2004). *Library and information science text for Africa*. Ibadan: Sam-Adex, Printers.
2. Akinpelu, J.A (1981). *An introduction to philosophy of education*. London: Macmillan.
3. Allen, W.A (1987). *Media Structure and types of learning audiovisual materials*. Londo: George Allen Ltd.
4. Balogun, A (1976). *Audiovisual handbook*. London: Holder & Stoughton.
5. Dike, H.L (1989). *Strategies for producing instructional materials*. Owerri: The Government printers
6. Momerka, J.A (1981). The efforts of visual aids in teaching and learning. *JOSTMED*. 3(1)8-14
7. Njoku, P.A (1980). *Practical hints on principles of Education*. Onitsha: Africa Educational.
8. Ode, E.O & Omokaro, D.A (2007). *Basic principles and practice of Librarianship*. Nigeria: PSG- France Publications.
9. Okojie, M. U (2009). Enhancing the teaching and learning of Social studies in secondary schools through ICT. *Nigerian journal of Teacher Education*.7 (3) 33-42

