

ASSESSMENT OF THE USE OF AUDIO - VISUAL AIDS IN THE TEACHING OF SOCIAL STUDIES BY TEACHERS IN JUNIOR SECONDARY SCHOOLS, KADUNA SOUTH LOCAL GOVERNMENT AREA

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Abstract

This study assessed the use of audio - visual aids in the teaching of social studies by teachers in junior secondary schools of Kaduna South Local Government Area of Kaduna State. To this end, three (3) research objectives and hypotheses each were formulated and tested in this study. These include to: assess the extent of the availability of audio - visual (aids) materials in junior secondary schools which could enhance the teaching of social studies by its teachers, identify the constraints faced by teachers in the use of audio - visual aids in the teaching of social studies in junior secondary schools. Also, to examine how effective social studies teachers' have been in the use of audio - visual aids in the teaching of the subject at the junior secondary schools. The research design used in this study was descriptive survey, using researcher designed questionnaire. Respondents in this study were junior secondary school teachers from selected public schools in the study area. There are six (6) secondary schools in the study area with target population of sixty - eight (68) social studies teachers. Although, estimated population of eight thousand, three hundred and eighty - eight teachers are presently in the employment of the Kaduna State Government in the study Local Government Area.. In view of the sizeable target population of the study, a sample size of sixty - eight (68) respondents was adopted for the study. The reason had been that the study adopted purposive sampling technique. Data analyses were undertaken through the use of inferential statistics such as pearson moment correlation statistics at 0.05 alpha level of significance. The findings of this study revealed that significant relationship exists in the opinion of respondents between available audio - visual materials and its ability to enhance the teaching of social studies in junior secondary schools. In addition, the study revealed that constraints faced in the use of audio - visual aids by teachers would adversely affects the teaching of social studies in junior secondary schools if not address. Among others, it was recommended that efforts should be made by appropriate authorities (governments and parents' teachers association - PTA) to set up committees to look into the issue of facilities in schools from time - to - time with a view to making such available in schools and as well, raise funds for its use and maintenance. The need to establish school/ staff - community complaints unit was also recommended to be looked into to as a matter of urgency to help address issues which affects the smooth operation of the school - teaching and learning processes.

Keywords: assessment, audio - visual aids, social studies, teacher competence

Introduction

The belief in the efficacy of education as a powerful instrument of development has led many nations of the world to commit much of their wealth to the establishment and management of educational institutions at various levels. No doubt, the quality and quantity of human and physical resources determine a nation's growth and development. The core of education is

teaching and learning, and teaching - learning process works better when there are effective teachers working with students (Osuala, 2001). Teachers' effectiveness has proven to be the most influential school - related factor in students' academic performance. If teacher quality is therefore one of the pillars of success in education, it then follows that a serious teacher - evaluation system should be put in place mainly because the purpose of evaluation is to recognize, cultivate and develop good teaching process ideal to achieve the pre - determined goals (Ibekwe, 2015). Teachers' quality in terms of qualifications, experience, skills, style of teaching, use of instructional materials, content delivery, and evaluation is directly proportional to students' performance.

Social studies, in the opinion of most of its handlers is a simple subject to teach to the point that they are over confident that it requires little, if not, any preparation before moving into its class. There is no gain saying that the subject "social studies" is ever interesting to anyone that comes across it and thus, not just by mere talking to students about a given topic as may be taken from text books or trying to take a look at some pictures. It offers the students the opportunity to examine and understand their physical and human environment in order to behave well as responsible citizens. The primary purpose of social studies is to help young people develop their ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world.

Unfortunately, the programmes of social studies in school have been implemented for many years now without success in terms of inculcating the right values of good citizenship among the youths (National Council for the Social Studies, 1992). According to Ogunmilade (1971) in Nwankwo (2004) audio - visual materials refer to devices of hardware and software through which the learning process may be encouraged and carried on. Such devices include models and mockups, video - taped instructional package, film strips instructional television, slides and transparencies, pictorial illustrations, graphic materials and maps; and three dimensional figures. They could also include radio vision and computers.

Audio - visual materials and devices are means of providing rich, concrete experiences to learners instead of direct experiences. It however emerged as a discipline in the 1920s when film technology was developing rapidly. A visual instruction movement arose, which encouraged the use of visual materials to make abstract ideas more concrete to students. As sound technology improved, the movement became known as audio - visual instruction. In the 1950s and 1960s, developments in communication theory and system concepts led to studies of the educational

processes, its elements, and their interrelationships. Agu & Hammad, (2005) in their contributions observed that teachers still use mainly traditional method of teaching which lead to poor students` understanding and performance in the subject.

Abolade (2009) on his part posited that social studies like other subjects can be effectively taught by employing various audio - visual aids that appeal to three senses of sight, touch and hearing. Audio visual materials could be said to be the various method, or devices used to disseminate information in the teaching and learning process, which every social studies teachers need to use to enhance the students' understanding of cultural, socio - economic and conflict situations in Nigeria. However, lack of adequate and appropriate audio - visual materials essentially for the effective teaching and learning of the subject is rather making parents, teachers and students to perceive the integrated social studies in the school curriculum throughout the country with confusion and perplexity. This scenario propelled the study to be carried out by the researcher.

Statement of the Problem

The importance of audio - visual materials in the teaching and learning processes cannot just be over emphasized. This is as Ngozi, Samuel, & Isaac (2012) unanimously agreed that audio - visual materials are very important and useful in education because, the normal learner in as far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear, touch and other series. In spite of its importance to the teaching of any school subject including social studies, many of its teachers hold the notion that the subject is a simple one that requires little if any, preparation. To them, teaching social studies involves merely talking to students about a given topic as may be taken from text books or a mere look at some pictures (Talabi, 2004).

Social studies teaching are more than this, that is, why adequate teaching aids are needed in teaching the subject at any level of education. Moreover, the methods required in the teaching of social studies such as inquiry, discussion, role - playing simulation (both activity and historical) demand a lot of preparation on the part of teachers and students alike. In order to communicate effectively or elicit the desired responses, there is the need to employ different ways and means (audio - visual aids) which will appeal to most if not all the senses of the person (students) receiving the message (curriculum contents). The following specific problems have therefore been identified to have affected the study:

There is low utilization and sometimes non - availability of instructional materials (audio - visual aids in particular) for teaching of social studies in schools. The pattern of teaching adopted by teachers today is mostly abstract in form, without been supported by the use of appropriate aids. In other cases, these types of instructional materials are not readily available for use by its teachers. Where this appears to be so, under - performance by social studies students would be recorded. Its provision however, would improve tremendously the teaching - learning processes of the students as reflected in their level of comprehension, demonstration and cooperation.

Finally, inability to select appropriate audio - visual materials and sometimes its irregular use as support to the teaching of social studies in classrooms by its teachers was observed to be a strong hindrance to this study. The use of audio - visual materials has been discovered to facilitate effective communication, transfer of information, knowledge, skills, attitudes and other useful capabilities. It is however, worrisome to note that despite its usefulness to the teaching process. Social studies teachers have not fully take advantage of it such that it is inappropriately selected and may not be regularly put to use. Based on the above hindrances, coupled with the fact that students do not retain for long or understand what they are taught without audio - visual aids. The need to investigate the use of audio - visual aids in the teaching of social studies by teachers in junior secondary schools of Kaduna South Local Government Area of Kaduna State had become essential.

Objectives of the Study

The following objectives would be answered in the course of this investigation:

1. Assess the extent of the availability of audio - visual (aids) materials in junior secondary schools which could enhance the teaching of social studies by teachers in Kaduna South Local Government Area.
2. Identify the constraints faced by teachers in the use of audio - visual aids in the teaching of social studies in junior secondary schools in Kaduna South Local Government Area.
3. Examine how effective social studies teachers' have been able to use audio - visual aids in the teaching of the subject at the junior secondary schools in Kaduna South Local Government Area.

Research Hypotheses

The following null - hypotheses would be tested in this study at 0.05 alpha level of significance to ascertain its level of acceptance or otherwise.

H₀₁: There is no significant relationship in the opinion of respondents between available audio - visual (aids) materials and the teaching of social studies in junior secondary schools.

H₀₂: There is no significant relationship in the opinion of respondents between constraints faced in the use of audio - visual aids and the teaching of social studies in junior secondary schools.

H₀₃: There is no significant relationship in the opinion of respondents between the effectiveness of audio - visual aids and the teaching of social studies in junior secondary schools.

Scope of the Study

This research work investigated the use of audio - visual aids in the teaching of social studies in Kaduna South Local Government Area. It is limited to junior secondary II classes and students of public schools in Kaduna South LGA. The choice of public schools for this study was borne out of the need to assess the use of audio - visual aids by social studies teachers in the teaching of the subject at the junior secondary schools.

Literature Review

Audio - Visual Aids: Concept, Types and Benefits

Many definitions of audio - visual aids have been made. Most of such definitions have been discussed in terms of equipment and materials and their use in the teaching and learning process. The term has also been defined by (Dike, 1993) as those materials which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources, sight, as in visual resources or through a combination of senses. Indeed, variety of such resources is a striking characteristic. According to Anzaku (2011), “the term audio - visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”. Some of the audio - visual materials like the motion pictures require the use of equipment to release their latent value. Some do not need equipment at all like an exhibit or a study print.

Ofoegbu (2009) in his illustrations defines audio - visual aids as teaching aids which are of two kinds - materials and verbal. The materials he called the hardware and software use in

teaching and these include objects, models, photograph, painting, drawing, diagram, films among others. Another definition was made by Talabo (2004), who sees audio - visual materials as a combination of audio - visual materials which are used in instructional or learning process to facilitate teaching and learning. According to Abolade, (2004) audio - visual aids are supplementary devices by which teachers, through utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciation.

Dike (1993) grouped audio - visual materials into audio resources such as records, tapes and cassettes, and radio broadcasts. The use of audio - visual aids facilitate and ease better understanding, capture more authentic instruction with better view of image and general sharpening of intelligence. This indicates that large class rooms are needed; there are problems of effective communication and the ability to cater for the individual differences in learners and their specific needs. The commonest problem in our junior secondary schools nowadays is that, students learn and forget, which is caused by too, much theoretical expressions and lack of audio - visual aids for instructions by the teachers while the students are passive listeners (Efebo, 2006).

Concept of Social Studies

Kissock (1981) defines social studies as “a programme of study which a society uses to instil in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves”. On his part, Dubey (1980) regards social studies as “the investigation of human activity, since it studies man at home, at work, at workshop, in politics, at play, in the village in the nation and so on and so forth”. Onyabe (1980) in his contribution sees social studies as “a field of study that deals with the integration of knowledge, experience and effective use of resources for the purpose of citizenship education”. However, Udoh (1983) defines social studies as “the study of man and the outcomes of his relationships and interactions with his environments.

Teachers’ Effectiveness in the use of Audio - Visual Aids for the teaching of Social Studies in Junior Secondary Schools

Instructional resources are educational inputs that are vital to the teaching of any subject in the school curriculum. They are materials which the teacher uses in supplementing his teachings (Adeniyi, 2001). Teachers are considered as the major implementing factors of effective resource utilizations in any teaching - learning process. The term utilization refers to the usage degree of a given material in the execution of a given task (Uzuegbu, Mbadiwe &

Anulobi, 2013). It involves creation of value in things (Asogwa, Onu & Egbo, 2013). Utilization to a large extent judges the value of instructional materials by the degree in which it singly or collectively satisfies the derived instructional needs. In the context of a paper cited, utilization refers to the extent to which an instructional material in electronics instruction is put into use by teachers of electronics in senior secondary schools. Instructional materials are not ends in themselves but means of attaining specific instructional functions. The ability of the teacher to effectively utilize the available instructional materials optimizes the attainments of instructional situation; this varies with the level of utilization.

Methodology

The population for this study was made up of all social studies teachers and students from junior secondary schools of Kaduna South Local Government Area of Kaduna State. However, the target population of respondents for this study was sixty - eight (68) teachers (majorly those handling the subject). In view of the nature of this study, descriptive survey research design was adopted. Since the population size is small, the researcher used same figure as sample size (68 teachers). This was further supported by Gay, Mills & Airasian (2006) who in their opinion argued that samples should be as large as possible; in general, the larger the sample, the more representative it is likely to be, and the more generalizable the results of the study are likely to be. Questionnaire was the sole instrument used for data collection in this study and is divided into two (2) sections namely A and B respectively. The data collected for this study was analyzed pearson moment correlation statistics (PPMC).

Data Analysis and Results

Hypotheses Testing

H₀₁: There is no significant relationship in the opinion of respondents between available audio - visual (aids) materials and the teaching of social studies in junior secondary schools. This hypothesis was tested by subjecting the opinions of respondents on four point scale as indicated in table 1 to pearson moment correlation statistics.

Table 1: Pearson Product Moment Correlation (PPMC) on the relationship between available audio - visual materials and the teaching of social studies in junior secondary schools

Variables	N	Mean	SD	Df	Corr index r	Crit r	P
Teaching of SOS	68	88.5588	7.74863	66	.785**	0.235	0.000
Available A - V Aids	68	23.9412	2.24528				

****Correlation is significant the 0.05 level**

The result revealed that the two variables were significantly correlated. In view of this, it was observed that significant relationship exists in the opinion expressed by the respondents between available audio - visual (aids) materials and the teaching of social studies in junior secondary schools. Reasons' had been that the calculated p - value of 0.000 is lower than the 0.05 alpha level of significance and the correlation index r value of 0.785 higher than the critical value of 0.235. The correlation is proportional which implied that the larger the quantum of available audio - visual materials is, the higher and effective the teaching of social studies in junior secondary schools would likely be. Therefore, the null hypothesis which states that there is no significant relationship in the opinion of respondents between available audio - visual materials and the teaching of social studies in junior secondary schools is hereby *rejected*.

H₀₂: There is no significant relationship in the opinion of respondents between constraints faced in the use of audio - visual aids and the teaching of social studies in junior secondary schools. The diverse constraints faced by teachers in the use of audio - visual aids were identified and assessed in lieu of social studies should be taught. Their opinions were tested by subjecting the expressed frequency scores in table 2 to pearson moment correlation test.

Table 2: Pearson Product Moment Correlation (PPMC) on the relationship between constraints faced in the use of audio - visual aids and the teaching of social studies in junior secondary schools

Variables	N	Mean	SD	df	Corr index r	Crit r	P
Teaching of SOS	68	88.5588	7.74863	66	-.811**	0.235	0.000
Constraints in the use of A - V Aids	68	15.8382	2.04144				

****Correlation is significant the 0.05 level**

The result above revealed that the two variables were significantly correlated. Outcome of the statistical analysis employed showed that significant relationship exists in the opinion of respondents between constraints faced in the use of audio - visual aid and the teaching of social studies in junior secondary schools. Reasons' had been that the calculated p - value of 0.000 is lower than the 0.05 alpha level of significance and the correlation index r value of 0.785 is higher than the critical r - value of 0.235. The correlation is inversely proportional suggesting that the larger the constraints faced in the use of audio - visual aid is, the lower and less effective the teaching of social studies in junior secondary schools would be and vice versa. Therefore, the null hypothesis which states that there is no significant relationship in the opinion of respondents between constraints faced in the use of audio - visual aid and the teaching of social studies in junior secondary schools is hereby *rejected*.

H03: There is no significant relationship in the opinion of respondents between effectiveness of audio - visual aid and the teaching of social studies in junior secondary schools. To test this hypothesis, the mean scores for opinions expressed by the respondents were correlated using the pearson moment correlation (PPMC) procedure.

Table 3: Pearson Product Moment Correlation (PPMC) on the relationship between effectiveness of audio - visual aids and the teaching of social studies in junior secondary schools

Variables	N	Mean	SD	df	Corr index r	Crit r	P
Teaching of SOS	68	88.5588	7.74863	66	.873**	0.235	0.000
Effectiveness of A - V Aids	68	16.3971	2.44424				

****Correlation is significant the 0.05 level**

The result revealed that the two variables were significantly correlated. It was therefore obvious from the analysis undertaken that significant relationship exists in the opinion of respondents between effectiveness of audio - visual aids and the teaching of social studies in junior secondary schools. Reasons' had been that the calculated p - value of 0.000 is lower than the 0.05 alpha level of significance and the correlation index r value of 0.873 is slightly higher than the critical r - value of 0.235. The correlation is thus proportional, an indication that the higher the effectiveness of audio - visual aid is, the higher and effective the teaching of social studies in junior secondary schools would be and vice versa. Therefore, the null hypothesis which states that there is no significant relationship in the opinion of respondents between effectiveness of audio - visual aids and the teaching of social studies in junior secondary schools is hereby *rejected*.

Summary of the Findings

1. It was unraveled that significant relationship exists in the opinion of respondents between available audio - visual materials and its ability to enhance the teaching of social studies in junior secondary schools.
2. It can be deduced from the outcome of the analysis undertaken that constraints faced in the use of audio - visual aids by teachers would adversely affects the teaching of social studies in junior secondary schools.

It was evident from the hypothesis analyzed that teachers' effectiveness in the use of audio - visual aids enhances the teaching of social studies in junior secondary schools of the study area.

Discussions

In hypothesis I, the relationship between available audio - visual (aids) materials and the teaching of social studies in junior secondary schools was examined. The result of the test conducted using Pearson correlation statistical procedure revealed that the respondents were of the opinion that available audio - visual aids were significantly correlated to the teaching of social studies across the selected junior secondary schools in the study area. The null hypothesis was therefore rejected.

From the analysis of relevant statements of this particular variables, it was observed that the respondents agreed that audio - visual aids are available for the teaching of social studies; as such students' feel more relaxed, focused and attentive when used and also, that it provides a clearer understanding of the world around them amongst others. The findings by Lockheed (1991), says that instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them. Kochhar (1991) adds that a teacher who has adequate and relevant teaching facilities is more confident, effective and productive.

Null hypothesis II tested the significant relationship between constraints faced in the use of audio - visual aids and the teaching of social studies in junior secondary schools. The result of the test revealed that the respondents were of the view that certainly barriers affect teachers' ability to teach social studies from across the selected junior secondary schools. The null hypothesis was therefore rejected in line with its findings. However, using audio - visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information. Regardless of their overall quality, audio - visual aids are of little use if operators (teachers) do not know how to incorporate them effectively into a presentation. The reason for this, maybe due to its sophisticated nature or other factors best known to the users (teachers).

The effectiveness of teachers' use of audio - visual aids and the teaching of social studies in junior secondary schools was tested in null hypothesis III. The result of the test showed that the respondents were of the opinion that effective use of audio - visual aids would increase teachers' ability to teach the subject unhindered and thus, achieve its objectives. The null hypothesis was subsequently rejected based on this fact. From the related statements of the variable, it was evident that audio - visual aids in schools should first be tested before its application in the classroom. Secondly, that where these aids are familiar with during the pre - service training, potential teachers would invariably be able to use them adequately when employed to various schools. Also, where the effectiveness of the use of these aids are involved,

then teachers' ability to get them prepared before classes would have received overwhelming support by all and sundry. Reverse was however the case in the opinion of respondents for the study. The finding here was consistent with Chong (2016) who supported the idea that students can learn complex ideas more easily if they are given the opportunity to participate in the learning process and further more students comprehend complex ideas if they are made meaningful to them - referring to the teachers (Chong, 2016).

Recommendations

Based on the findings from the analyzed data, the researcher recommended as follows:

1. Efforts should be made by appropriate authorities (governments and parents' teachers association - PTA) to set up committees to look into the issue of facilities in schools from time - to - time with a view to making such available in schools and as well, raise funds for its use.
2. The need to establish school/ staff - community complaints unit should be looked into to as a matter of urgency help to address issues which affects the smooth operation of the school - teaching and learning processes.
3. That teachers' should be assisted to attend training outside the school to help improve their effectiveness in the teaching process in schools. Where possible, they should be allowed to exchange ideas with their counterparts in private establishment on how best to teach.

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