

**IMPACT OF THE USE OF AUDIO-VISUAL MATERIALS IN THE
TEACHING AND LEARNING OF HISTORY IN SENIOR SECONDARY
SCHOOLS IN OVIA NORTH EAST LOCAL GOVERNMENT AREA**

Alero Ada OKORIE

EDU1709655

**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY, AS PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF DEGREE B.A (Ed) EDUCATION AND HISTORY.**

SEPTEMBER, 2023

CERTIFICATION

We, the undersigned certify that this study was carried out by Alero Ada OKORIE in the Department of Educational Foundations, Faculty of Education, University of Benin

Dr. O. E. Osagiobare
(PROJECT SUPERVISOR)

Dr. (Mrs.) P. Y. Iordye
(PROJECT COORDINATOR)

Date: _____

Date: _____

Dr. A. E. Osawaru
(HEAD OF DEPARTMENT)

Date: _____

DEDICATION

This project is dedicated to the Almighty God for his divine mercy, love, wisdom, understanding, strength and provision and also to my Family.

ACKNOWLEDGEMENTS

The researcher wishes to acknowledgement and give her sincere gratitude to the Almighty God for His gift of wisdom, and inspiration in the arrangement of this work and who spared her life throughout the course of this study.

She also wishes to express her profound gratitude to her supervisor Dr. O. E. Osagiobare for his fatherly, versatile suggestions and the patience he took in reading through this work and making necessary corrections.

Her gratitude also goes to the Head of Department of Educational Foundations and lecturers for their role in the above Department throughout her course of study in the University of Benin.

The researcher also wishes to appreciate her parents Engr. Mr Daniel & Barr. Mrs. Joyce Awani, Mr. Awani Abraham Orighomisan and his lovely wife Awani Bridget for their advice, financial support and encouragement throughout the course of my study in the University of Benin.

Also, the researcher wishes to appreciate her mom, Mrs. Loveth Irofe, Omoruyi Stewart Igbinomwanhia and my friends, Cy, Divine, Favour, Blessing, Remmy, Precious O., Mary, Precious T., James Silver, Annabel, Faustina, Sarah and Bella.

God bless you all Richly.

TABLE OF CONTENTS

TITLE	PAGE
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
ABSTRACT	viii
CHAPTER ONE	1
INTRODUCTION	1
Background of the Study	1
Statement of Problem	3
Research Questions	4
Purpose of the Study	6
Significance of the Study	7
Scope and Delimitation of the Study	8
Definition of Terms	8
CHAPTER TWO	10

REVIEW OF RELATED LITERATURE	10
Concept of Audio-Visual Aids	10
Types of Audio-visual aids	12
Types of Audio-visual aids	15
Criteria for the Selection of Audio-visual aids	27
Importance of Audio-visual aids to Learning	30
Constraints in Using Audio-visual aids in the Teaching and Learning Process	35
Relationship between Audio-visual aids and Student's Academic Performance	40
Summary of Literature Reviewed	45
CHAPTER THREE	48
METHODOLOGY	48
Research Design	48
Population of the study	49
Sample and Sampling Technique	49
Research Instrument	49
Validity of the Instrument	50
Reliability of the Instrument	50

Method of Data Collection	51
Method of Data Analysis	51
CHAPTER FOUR	52
PRESENTATION OF RESULTS AND DISCUSSION OF RESULTS	52
Discussion of findings	58
CHAPTER FIVE	60
SUMMARY, CONCLUSION AND RECOMMENDATIONS	60
Summary	60
Conclusion	61
.Recommendations	62
REFERENCES	63
APPENDIX	68

ABSTRACT

The study accessed the impact of the use of audio-visual materials in the teaching and learning of history in senior secondary schools in Ovia North East Local Government Area. Four (4) research questions guided this study. The population of this study comprised of a sample of 102 respondents were used for the study.

The findings of the study revealed the level of knowledge available to teachers of history on the use of audio-visual materials includes: knowledge on the right audio-visual materials to make topics in history relatable, types of audio-visual materials and how to operate them and the steps the school heads have taken to increase the use of audio-visual materials among teachers including making the audio-visual materials available and the use of it compulsory, organization of work materials, and supervision of the use of audio-visual materials by teachers.

CHAPTER ONE

INTRODUCTION

Background of the Study

It is well acknowledged that when the most senses are engaged, learning occurs at its finest. The most senses will be stimulated by using electronics or audio-visual materials. Because of this, effective educators have always made use of technology or audio-visual resources. Several senior secondary school teachers avoid using audio-visual resources because they are concerned about the resources' lack of availability or the technical aspects of using them. Due to the multiple advantages audio-visual resources provide in the classroom, this is a concern. Among these are the following: it makes learning more engaging for the students, which makes it easier to hold their attention for extended periods of time; it speeds up teaching activities and reduces the complaint voiced by some teachers about not having enough time (period) to accomplish their goals; and it improves the teachers' ability to deliver their lessons in a way that is clear, concise, and easy for the students to understand. According to Dike (2013), audio-visual resources are ones that rely on more than just reading to communicate meaning. Information

may be presented by means of sight, such as audio resources, hearing, visual resources, or a combination of senses. In fact, one remarkable feature of these resources is their variety. Anzaku (2014) states that the phrase "audio-visual materials" is frequently used to describe those visual aids that can be used to communicate meaning without entirely relying on spoken words or symbols.

A diorama is a model that depicts a scenario with three-dimensional characters, and it can be a large-scale museum exhibit or a miniature version of the event. Other audio-visual components are similar to processes and experiences. To unlock their latent worth, certain audio-visual items, such as movies, need special technology. Certain items, like an exhibit or a study print, require no equipment at all. In general usage, this term refers to both tangible objects and activities like field excursions. It is impossible to overstate the value of audio-visual resources in the teaching and learning process. A few of the functions of audio-visual materials are listed below. Learning is made permanent by extending experience, promoting involvement, igniting interest, personalizing instructions, and serving as a source of knowledge. According to the National Policy of Education FRN (2013), two goals of secondary school history instruction are to provide pupils with a

foundational understanding of Nigerian history and to pique and maintain their interest in nation-building. If the pupils receive instruction from qualified teachers, these goals might be accomplished.

Olaitan, Asogwa, and Umeh (2009) defined a history teacher as a person who has completed a teacher preparation program in the subject and is in charge of overseeing the students' behavior during the learning process. According to Owodunni (2010), the primary focus of learning is the student; whether or not the student learns depends on the teacher's ability to effectively impart knowledge in a way that enhances and fosters learning. Therefore, it is essential for any history teacher who wants their students to acquire and develop skills to have a solid understanding of the subject.

The choice of audio-visual resources that are connected to the fundamental concepts of teaching history aids in the students' thorough comprehension of the material since it makes the lesson engaging for them, grabbing their interest and inspiring them to learn. Since audio-visual materials can help youngsters root their thoughts and feelings, it is recommended that they be used in conjunction with

traditional teaching methods when teaching history. When it is not possible to show pupils the genuine things, they are utilized as alternatives. They have a significant impact on transforming imagined activities into real activities, which makes history learning concrete as opposed to abstract.

Statement of Problem

For most students, studying history is tedious. Many people view history as an abstract subject that takes longer to understand than it should. Additionally, parents and students alike tend to relegate history to a passive role, maybe believing that studying it leads to physical labor on a small farm with meager rewards. This calls for a shift from the abstract to the tangible, which can be accomplished by using audiovisuals effectively. The purpose of this study is to examine the extent to which senior secondary schools currently employ audiovisuals, as well as the effects of their use.

The study is also driven by the belief held by several educational experts that in the absence of audio-visual aids, students are not able to recall or comprehend the material being taught. Such education lacks interest and stimulation and does not

promote involvement. It doesn't broaden their experience or rely on sensory perception. Most importantly, such learning is not permanent. However, data also shows that audio-visual resources are underutilized and unavailable in classrooms. As a result, the study will look into the effects of using audio-visual materials in senior secondary schools and try to encourage their use.

Research Questions

1. What impact does audio visual materials have in the teaching of history in senior secondary school?
2. What is the level of knowledge available to teachers of history on the use of audio-visual materials?
3. What are the type and quantity of audio-visual materials available to teachers at the senior secondary school level?
4. What steps have the teachers and school heads taken to increase the use of audio-visual materials among teachers?

Purpose of the Study

The goal of the study is to determine how using audio-visual resources in senior secondary education in Ovia North East Local Government Area affects students' learning and teaching of history.

In particular, the research will:

1. Examine the use of audio-visual materials in the teaching of history in senior secondary schools.
2. Evaluate the quality of knowledge available to teachers of history on the use of audio-visual materials.
3. Find out the types and quantity of audio-visual material available at the senior secondary school level.
4. Investigate what steps are taken by the teachers and other educational practitioners to create awareness on the available audio-visual materials in senior secondary schools.

Significance of the Study

The government, sponsors, teachers, and contributors will find the study's findings useful when making purchases of non-print as well as printed materials for senior secondary schools.

The study's findings will also be helpful to educators since they will raise awareness among them of the significance of audio-visual resources for teaching history, which may lead to an increase in the usage of these resources by educators.

The government will also gain from the study's findings since they emphasize the importance of having access to audio-visual resources in achieving educational objectives. This will encourage the government to allocate the necessary funds to make these resources available.

The study's findings regarding the value of audiovisual resources and the kinds that are deficient but ought to be available for history instruction will be helpful to sponsors and donors.

Scope and Delimitation of the Study

The study's focus is on how audiovisual resources affect history instruction and learning in senior secondary schools in Edo State's Ovia North-East Local Government Area. The study is also restricted to how audio-visual resources are used in the teaching and learning process, as well as how well they work and how much easier it is for students and teachers to share information.

Definition of Terms

Audio-Visual: Audio-visual materials are ones whose meaning is expressed through means other than reading. Information may be presented by means of sight, such as audio resources, hearing, visual resources, or a combination of senses. In fact, one remarkable feature of these resources is their variety.

History: According to the National Policy of Education FRN (2013), the purpose of history in secondary schools is to: foster and maintain students' interest in nation-building; provide students with the opportunity to learn the fundamentals of Nigerian history

Teaching: The act of imparting knowledge or information is called teaching.

Learning: Learning is the process of internalizing what has been taught.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews relevant research on the effects of using audiovisual resources in senior secondary education on history instruction and learning. The following subheadings will be used for the review: Concept of Audio-visual aids

- Types of Audio-visual aids
- Criteria for the selection Audio-visual aids
- Importance of Audio-visual aids to learning
- Constraints in using Audio-visual aids in the teaching and learning processes
- Relationship between Audio-visual aids and Student's Academic Performance
- Summary of Literature Reviewed

Concept of Audio-Visual Aids

Audio-visual aids Audio-visual aids are considered educational resources or instructional aids. Any tool that helps the teacher prepare a lesson, teach it, and support students' learning of the material is referred to as an audio-visual aid (Mbadiwe and Anulobi, 2013). Another way to define audio-visual aids is as

tangible, solid objects that supply the senses of sight, sound, or both when teaching (Agina-Obu, 2005). According to Ilori (2000), an audio-visual aid is a tool used by the teacher to pique the student's attention and provide them with firsthand experience. According to Odukwe (2003), learning materials are a crucial component of in-person instruction in schools; illustrations, charts, and photos should also be orderly and clear. He went on to say that it is not a good idea for a teacher to organize a class without having some ideas about how to use materials illustrations and graphical illustrations—which include drawings, diagrams, and apparatus—to stimulate or encourage the pupils. According to him, instructional aids serve just as tools to facilitate the effective delivery of instruction.

These are resources that the instructor employs to enhance his lessons (Adeniyi, 2001). A valuable tool for teaching and learning are audio-visual aids. According to Agun (2003), audio-visual aids are among the crucial tools that educators and students can utilize to improve high-quality instruction and learning. According to Ekwueme and Igwe (2001), only educators can ensure that audio-visual aids are used appropriately and effectively, which will lead to student achievement. According to Iwu, Ijioma, Onoja, and Nzewuihe (2011), audio-visual

aids can be bought, created locally, imported, or even improvised as needed for efficient training.

The classroom should use a variety of materials and settings to promote effective interaction between teachers, students, and subject matter (Chandra, 2005).

Types of Audio-visual aids

According to Imogie (2002), audio-visual aids are a branch of instructional technology that deals with creating and deploying materials and associated tools for formal education that entail learning through hearing or seeing.

Essential resources are necessary for both effective teaching and learning (Wilkins, 2003). Ordinary words or verbalization have been determined to be insufficient for successful education, according to Jimoh (2009). The dissemination of messages, information, ideas, and knowledge is facilitated by the use of audio-visual aids. According to Aduwa-Ogiegbaen and Imogie (2005), these audio-visual aids and resources include overhead projectors, slide projectors, opaque projectors, audio tape recorders, and many more. They also include still images, programmed

instruction, filmstrips, maps, charts, graphs, and many other items that can be used alone or in combination to meet various teaching and learning objectives.

According to AgyOkogbuo (2001), Audio-visual aids could be classified into;

- 1) Visual materials –images, charts, real items, buildings, projectors, professors, diagrams, etc. Books, newspapers, journals, magazines, handouts, brochures, and NTI modules make up the resources that are also used.
- 2) Audio materials- cassettes, cartridges, radios, teleconferences, teletures, Language Laboratories, and teacher voices. They satiate the auditory sense.
- 3) Audio- visual materials which include; television, videotape, movies with audio tracks, slideshows, filmstrip projections with audio tracks, movies, and multimedia. They arouse the senses of sight and sound.
- 4) Filmstrips, overhead transparency, cassettes, printed materials, and movies are examples of materials or software.
- 5) Hardware or equipment, such as projectors, video recorders, tape recorders, and blackboards. They are utilized for content presentation. Moreover,

presenting displays including flip charts, chalkboards, flannel graphs, and magnetic boards are utilized for material presentation in lectures.

- 6) Electronics: This includes multimedia, e-mail, and computers.
- 7) Books and other printed materials, artifacts, and specimens are examples of non-projected media.
- 8) Two-dimensional audio-visual aids include of slides, filmstrips, posters, conics, graphs, diagrams, and flat images. They lack height, but they are long and wide.
- 9) Three-dimensional audio-visual aids consist of games, objects, objects, mock-ups, and simulations. They are tall, wide, and long.

According to Iwu, Ijioma, Onoja, and Nzewuihe (2011), audio-visual aids are items that are either commercially purchased or homemade by the instructor to help students understand conceptual abstraction in a more tangible and applicable way. Kits, textbooks, magazines, chalkboards, newspapers, photos, recordings, slides, transparencies, video, video discs, workbooks, and electronic media, such as music, movies, radio, software, CD-Roms, and online services, are examples of audio-visual aids (Dahar & Faize, 2011). According to Oladjo, Olosunde, Ojebisi,

and Isola (2011), audio-visual aids can be broadly categorized into three types: visual aids, audio-visual materials, and audio-visual or auditory aids. The majority of educators also concur that the fourth significant category of A/V aids is printed materials (Adekeye cited in Iwu, Ijioma, Onoja & Nzewuihe, 2011).

Projected or electronic materials, non-projected materials, and manipulative materials are three more common categories for educational resources (Ogbondah, 2008). Audio-visual aids would be categorized into visual materials, audio materials, audio-visual materials, and print materials for the purposes of this study.

Types of Audio-visual aids

Using instructional aids in the teaching process is essential, particularly since the goal of teaching is the personal growth of each student.

90% of instructional materials are mastered by students when they are taught and involve some sort of student action, according to research on teaching. Research indicates that 50% of students acquire knowledge during the educational process when they are presented with material that is illustrated and explained

without any student-led activities. When instruction is given just through explanation, without any visual aids or activities, it drops to 24%.

Albert Mehrabian, a professor, conducted extensive research on how humans process information during a presentation. He came to the conclusion that 7 percent (7%) of the information we process is textual, and the remaining 55% is visual.

Visuals can frequently be more successful as teaching tools than words alone, but they must always be connected to experience and action. While there are numerous strategies to capture and maintain attention, using a visual aid is one of the most effective. The average speaker who uses visual aids will come across as more prepared, believable, energetic, and convincing than a speaker who does not use visual aids, according to several studies done by educational academics. Given that humans acquire seventy percent (70) of our knowledge through sight, visual stimuli are especially potent. They ought to be thoughtfully selected or created.

Therefore, including visual aids in presentations can be crucial. Without them, the students can lose interest in your presentation quickly after it ends. You

will probably be able to connect with your pupils more successfully if you prepare a presentation that includes visuals to support your primary points. In addition to saving instructional time, visual aids improve memory, spark the imagination, create a clear mental picture, accelerate knowledge, and create a shared experience.

They consist of;

Realia or Real Objects; Real Objects, or Realia, is a category that encompasses individuals, occasions, things, and exhibits. Real things become sources of information and act as learning stimulants all around us when they are observed, handled, tasted, and otherwise manipulated. Unlike other forms of media, real objects cannot replace the real thing. Realistic depictions have enormous educational value. When actual items are used as the foundation for observation in the classroom, first-hand information is provided and an accuracy of impression and concept that is unmatched by other resources is made possible.

- a) **Model:** Models are replicas or representations of reality that are typically scaled down. This three-dimensional resource is utilized in teaching and learning to help students retain and apply new knowledge and abilities.

They are employed to introduce key theoretical stances, notions, rules, concepts, and methods. They support learning by concentrating on the requirements, motivation, and learning styles of the students—aspects that are fundamental to all choices regarding the specific learning tasks that each student must complete.

According to research results referenced by Lawal (2004), learning occurs in the following ways when it comes to taste, smell, touch, hearing, sight, and hearing senses: Taste accounts for 1%, touch for 1.5%, smell for 3.5%, hearing for 11%, and sight for 83% of learning, based on these data. They affect touch, sight, and occasionally hearing senses. They provide a connection between symbols and their intended real-world referents. But, the teacher must exercise caution while utilizing a model to ensure that the children do not get the false impression about the size of the real item.

Text Books

The majority of educational institutions use printed texts and resources, such as workbooks and textbooks, as their primary means of instruction and

communication. According to Thomas (2001), there are a number of reasons why print texts are frequently employed in learning environments, including traditional classroom settings, remote learning, and open learning. Print is a powerful instructional tool that can be used to teach most subjects efficiently through the use of words, numbers, and a variety of pictures. Another well-known and appealing medium that is frequently connected to education is print. Because printed materials are a legitimate and authoritative form of passing along knowledge, most teachers have expertise with and comfort with using them to convey themselves.

Print material is widely available, as are the technologies used to make it. It is also a rather inexpensive medium to manufacture, and all that is needed to use it is a sufficient degree of literacy and, occasionally, numeracy. Students have a great deal of flexibility over how they use the materials to aid with memory, and the print is robust, reasonably easy to keep, and easy to share. Additionally, the human voice of the teacher or instructor can reinforce the print.

Research on how textbooks affect students' learning is scarce. A description of publisher-funded research on textbook use in Britain may be found in Carpenter et al. (2006). They highlight two important ideas that should be noted. First, it appears that writers and publishers of textbooks don't really understand how pupils learn. Second, rather than having a natural passion or interest for the subject matter of their courses, students are frequently motivated more by the desire to earn a degree. Despite the fact that "there is no correlation between textbook purchase and the grade achieved," textbooks are valued by both teachers and students (Carpenter et al., 2006). U.S. chemistry and physics courses have reported similar outcomes (Cummings et al., 2002 ; Smith and Jacobs, 2003 ; Podolefsky and Finkelstein, 2006). It is puzzling that teachers do not offer reference books, like the Penguin, as students see textbooks more as references than as learning tools (Thain and Hickman, 2004).

There is the obvious business logic that new editions act to suppress the used book market, despite publishers and textbook authors' arguments that the rapid pace of biological discovery necessitates constant revisions and thus high costs (for a more detached perspective, see Committee on Undergraduate Science Education,

1997, and Fairchild, 2004). The case for updated textbook editions is predicated on two tenets: first, that textbooks are the most effective means of disseminating current knowledge to students, and second, that students require this knowledge in order to develop a sound conceptual grasp of physics systems. Both presumptions are contradicted by studies on student learning: Students frequently exhibit a lack of precise and self-assured comprehension of fundamental physics ideas.

Graphs

In the context of education and learning, the term "graphic" refers to non-pictorial signals or symbols. These comprise instructional resources such as charts, graphs, cartoons, maps, diagrams, sketches, and any other visualization created with the intention of conveying a concept, ability, or mindset.

Soetan (2010) states that drawings, graphs, charts, posters, cartoons, and sketches are examples of graphics. By combining text, images, and drawings, graphics effectively convey information and concepts. The materials being studied become conclusive when graphics are used in the classroom. They aid in the visualization of all taught topics and their interrelationships.

Olaitan (2000) emphasized that visual aids for usage in the classroom should be straightforward, visually appealing, sufficiently large, and abundant in color and drawings.

The ability of graphical representations to grab attention and communicate specific types of information in a condensed form is typically what gives them their instructional value (Onasanya & Adegbija, 2007). These visual resources consist of;

- i. **Charts:** The charts support the structured instruction. It provides information visually. It includes a message and images to spark conversation, serve as a demonstration, offer guidance, and/or give directions. It is intended to influence the cognitive domain and is computed to influence information. It displays an abstracted picture of reality. A chart is a useful tool for teaching a group of students new ideas or messages in a sequential manner. It consists of flip charts, tree charts, flow charts, time line charts, process charts, and identification charts. It saves time while setting up

chalkboards, particularly when a teacher teaches the same subject to multiple classes.

- ii. **Posters:** A poster is a huge piece of paper with images, a title, and brief text on it. Many people can be reached visually by posters at once (ACCU for UNESCO 2001). Posters are frequently created with the affective or attitudinal domain—that is, the emotional world—in mind. It is helpful for small-scale informational and behavioral changes.
- iii. **Graphs:** Relationships are visually displayed using graphs. When stated verbally, these relationships could be hard to understand, hence the graph is created to make the concept of relationships more concise. The majority of numerical comparisons may be boiled down to one kind of visual. To produce a form of visual device that is much more relevant, quantities are typically paired with time.

Whiteboard

It is a reusable writing surface that can be used to write or draw on using sticks of calcium carbonate or sulfate, which are referred to as chalk when used for this purpose. Humanwebes (2011)

It is among the most basic and traditional visual aids. Although it is commonly painted green these days, it is still referred to as a chalkboard. With the exception of books, it is the most extensively used kind of media. It is a vital tool for the formulation and exchange of concepts. Chalk makes drawing lines with varying weights and thicknesses simpler than white board markers (Huwebes, 2011). The whiteboard is a multipurpose and easily accessible tool. It can display projected designs, pounce patterns, and templates. However, a teacher needs creativity, effort, planning, and practice to make the most out of a whiteboard.

Another name for the whiteboard is the marker board. Any glossy, often white surface used for temporary markings is called a whiteboard. Similar to blackboards, whiteboards have a smoother surface that makes it easier to mark and erase information quickly. Because the whiteboard provides more clarity and vibrant color, teachers prefer it to the chalkboard.

It goes by the names notice board and pin board as well. It is a surface meant to be used for posting messages for the general public, including informational posts or announcements of events. A common material for bulletin boards is cork,

which makes it easy to add and remove messages. Alternatively, bulletin boards can be connected to computer networks, allowing users to post and remove messages for other people to view and read.

Whiteboard interactive IWB is becoming a commonly used educational technology. IWBs' ability to enhance whole-class instruction by boosting the courses' visual impact and engagement is one of the key justifications for their widespread adoption in classrooms (Hennessy and London 2013). Ironically, though, as Gray (2010) notes, one of the main factors contributing to the IWB's effective and quick adoption by educators is its ability to be implemented in a typical classroom setting without substantially altering teacher-centered teaching methods. Since the IWB is so ideally suited for whole-class, teacher-led pedagogy, several have cautioned that it may even reinforce traditional teaching methods (Cutrim Schmid 2011; Higgins et al. 2007; Kennewell et al. 2007; Kennewell 2006; Sweeney 2013, Warwick and Kershner 2008)

Posters, illustrations, and other teaching resources such as images can be put on the bulletin boards in a classroom or school. Pins and tacks are used to secure

the real materials to the board. But considering that the primary objective of physics, one of the most fundamental scientific fields, is to comprehend the behavior of the cosmos, composition is crucial. Since physics incorporates astronomy, it may be the oldest academic science altogether. Natural philosophy encompassed physics, chemistry, biology, and some aspects of mathematics for the most of the previous two millennia. However, during the Scientific Revolution of the 17th century, these natural sciences became independent fields of study. The loosely defined borders of physics and other interdisciplinary fields of study, including biophysics and quantum chemistry, are intersected by physics. Novel concepts in physics frequently provide an explanation for the basic mechanisms investigated by other sciences and point the way toward new directions for study in academic fields like philosophy and mathematics. New technologies are frequently made possible by improvements in physics. For instance, developments in thermodynamics led to the development of industrialization, while advances in mechanics inspired the creation of calculus. Advances in solid-state physics, nuclear physics, and electromagnetism all directly contributed to the development

of new products that have drastically transformed modern society, such as television, computers, and home appliances. In Krupp (2003).

Criteria for the Selection of Audio-visual aids

Teachers and instructors must first determine the criteria that influence the selection of any instructional content before they may pick or choose an instructional resource. A number of requirements have been outlined by various writers for the proper selection of audio-visual aids to be used in the teaching and learning process. According to Umaru (2011), any material intended for use as a teaching tool needs to be basic, adaptable, colorful, and easily observable. According to Okoji (2009), who referenced Anyawu (1989), effective instructional tools have the following qualities:

- a) **Sufficiency:** Instructional tools ought to be adequate to be used.
- b) **Writing and Lettering:** The writing or lettering must be legible, bold, and clear.
- c) **Attraction:** All of the lettering has to be eye-catching and bold in order to pique students' interest. The aids must be well-organized and visually appealing.

- d) **Purpose:** The content in the aids must support students' learning and be pertinent to the subject matter.
- e) **Accuracy:** Both the language and the content must be correct. There shouldn't be any factual or spelling errors—erroneous information..
- f) **Clarity:** Students who are farther away from the assistance should be able to view all of the details, including drawings, photos, and other content. All pupils should be able to hear aids like televisions, radios, and tapes.

According to Merrill and Goodman (1972), referenced by Babalola (2004), the media selection rule offers a broad guidance and is undoubtedly particular. The notion put forth by Gagne—that "no single medium is likely to have properties that make it best for all purposes"—is accepted in the process of choosing instructional tactics and media.

Further recommendations for a four-step process that would allow the media selection rule to be effectively implemented are made by Merrill and Goodman (1972), as cited in Babalola (2004). These steps include writing the objective, identifying the domain in which the objective can be classified, choosing an appropriate strategy within the determined domain, and finally choosing the

appropriate media or material. The selection of an appropriate media is guided by a set of characteristics that serve as an umbrella for the standards that may be applied to evaluate and assess the caliber of all instructional media categories (Imogie 2002).

Imogie (2002) states that the following criteria should be used as a guide for choosing instructional media:

- i. The task factors, that is, the types of instructional objectives and learning activities.
- ii) The learner factor
- iii) The quality of educational media/ material:
 - a) **Appropriateness:** It should be related to curriculum or lesson suitable for a particular age level.
 - b) Freedom from bias.
 - c) Currency: The information contained in the material must be up-to-date.
 - d) Availability
 - e) Appeal (attention holding).

- f) Technical quality
- g) Level of sophistication
- iv) What material is available (based on cost).
- v) Nature of instructional mode
- vi) Availability of support resources.

To prevent students from being confused or feeling that learning is more difficult, teachers need to properly choose, pre-test, and evaluate the instructional material. By giving students real-world examples to learn from, the use of appropriate audio-visual aids in a given course provides a realistic factor (Inadeyese, 2009).

Importance of Audio-visual aids to Learning

It is impossible to overstate the value of audio-visual aids in education. Audio-visual aids are necessary as an attention-getter and as a tool to translate abstract concepts into concrete concepts in order to effectively teach a lesson. In our traditional community, the employment of audio-visual aids and ways to aid in or promote education is still practical (Ukweze, 2003). The majority of instructors concur that using a variety of audio-visual aids creatively would raise the

likelihood that students will learn more, retain information better, and develop the skills that are expected of them (Adewoyin, cited in Olawale 2013).

A component or technology used in the teaching and learning process to transfer information from the teacher to the student is called an audio-visual aid. According to Bassy (2002), audio-visual aids are system elements that can be incorporated into instructional procedures in order to facilitate communication throughout the teaching and learning process or to spread information, messages, and ideas. According to Ike (2002), audio-visual aids are tools that provide a comprehensive body of knowledge and are mostly self-sufficient rather than being added on top of the teaching or learning process.

Audio-visual aids are techniques to make the teaching and learning process simpler, more meaningful, and easier to understand, according to Onyeachu (2010). With the use of audio-visual aids, the traditional classroom lecture is replaced with a more participatory learning environment. According to Ani (2006), teachers can deliver the material to students more effectively when they use audio-visual aids.

With the use of audio-visual aids, students can expand their knowledge and

experience. According to Ikwuuzom (2001), audio-visual tools and techniques help teachers expand their students' perspectives so they can perceive things that are present outside of their local surroundings. As a result, students' experiences will be deeper and more expansive when they see things that they would not have seen without audio-visual assistance.

According to Ogbu (2006), audio-visual tools help pupils develop their thoughts by creating goals and experiences that would enhance their ability to think coherently. A/V aides give classes greater substance. According to Awonji (1998), referenced in Egbe (2011), the utilization of audio-visual aids and sound teaching and learning methodologies is crucial because they help students have more concrete and realistic instructional experiences. Any teacher who makes use of these tools and learns how to use them effectively, according to Oremeji (2002), will find that they contribute nearly incalculably to instruction. He goes on to argue that audio-visual aids are extremely valuable for transmitting knowledge, making complex and abstract ideas easier to understand, provoking contemplation, honing observation skills, piqueing curiosity, and recognizing individual differences.

Additionally, audio-visual tools increase pupils' motivation to learn. According to Kay (2008), audio-visual tools pique pupils' interest in learning. It facilitates learning by making material assimilation and memorization simple. It supports goals that may be reachable by a large number of students, aids in attention retention, and includes greater acquisition. According to Aramide and Bolarinwa (2010), audio-visual aids have the ability to improve students' learning.

According to Ewudo (2009), audiovisual aids aid pupils in improving their learning process. Skills are developed through the use of instructional materials. Students benefit from a variety of experiences and are able to accomplish their goals. Students' motivation to learn is increased by audio-visual assistance (Urom, 2010).

According to Ogbu (2006), instructional materials help students develop their ideas by establishing goals and events that will enhance their ability to think coherently. Furthermore, audio-visual aids support spoken or written language. According to Emezia (2010), audio-visual aids are any tools or resources that are utilized in educational settings to support spoken or written language in the transfer of concepts, knowledge, and attitudes. A larger group or audience can access

learning through the use of audio-visual aids. When presenting the subject matter, audio-visual aids assist in overcoming physical challenges.

According to Ukpata (2005), educational materials consider students' backgrounds. All types of students are catered for via audio-visual aids. Both the instructor and the student can improve their skills with the use of audio-visual aids. According to Orumbata (2004), audio-visual tools assist teachers in developing their abilities and extending their knowledge. According to Chima (2009), the use of audio-visual aids by teachers facilitates greater comprehension among their students. According to Oluwale (2010), instructional materials help teachers become more innovative. According to Ugwu (2008), instructional materials assist the teacher in managing the students' rate of learning. According to Abdullahi (2008), audio-visual aids facilitate teachers' utilization of working models. According to Babalola (2004), audio-visual aids are intended to support and stimulate efficient teaching and learning activities. Researchers now acknowledge that using audiovisual aids in the classroom is a need in order to influence students' behavior in all subject areas. (Adeleye, 2008; Nnanna-

Nzewunwa; 2003; Bozimo; 2002; Greenwood Electronic Media; 2001; Koert; 2000; Agukogbola).

Constraints in Using Audio-visual aids in the Teaching and Learning Process

According to observations made by Bolick, Berson, Coutts & Heinecke (2003), Killen (2006), Kadzera (2006), Abdo & Semela (2010), Jotia & Mattele (2011), and Dahar & Raize (2011), some educators are enthralled with the possibilities of audio-visual aids in augmenting teaching and learning, while other educators have lagged behind in adopting them. According to Garuba (2003), Nigerian teachers work in inadequate settings with severely inadequate resources for instruction and learning, especially in rural areas.

Some teachers struggle to use audio-visual aids effectively due to a number of limitations, which include:

- 1) **Availability:** Availability is one of the criteria that informs the selection of any educational resource, and its unavailability limits the use of that resource in the process of teaching and learning. Shaddy (2008) noted that accessibility and availability of audio-visual aids have an impact on their use.

According to Onyeachu (2006), students struggle when audio-visual aids are unavailable. Furthermore, Mkpa (2005) clarified that in order to fulfill the needs and goals of the students during the teaching-learning process, audio-visual aids must be made available, of excellent quality, and easily adaptable.

- 2) **Design of the material:** The efficient use of teaching aids in the classroom may also be hampered by the layout and caliber of the instructional materials. The teaching-learning process would be more challenging if the instructional materials were poorly colored or too small. According to Onyeachu (2008), the objectives of a curriculum plan may not be met if audio-visual aids and other inputs are not well-planned and designed. According to Mkpa (2003), the majority of schools have inadequately designed and high-quality audio-visual aids.
- 3) **Finance:** It costs money to create, produce, or buy audiovisual aids. One of the main obstacles to using audio-visual aids is a lack of funds. There is almost never any funding available to purchase audiovisual aids, and when one does, it usually costs the instructor or the students, who are expected to pay for the purchase of the equipment that will be utilized in the classroom.

Uzuegbe (2013) noted that as schools are currently experiencing ongoing financial difficulties, there is a greater chance that educators may turn to free or inexpensive resources to augment their own depleting ones.

According to Higgins & Moseley (2001), the two main obstacles to the use of audio-visual aids are a shortage of audio-visual staff and financial constraints on material acquisition.

4) **Support and classroom Facilities:** Some schools lack resource centers where the audio-visual aids can be kept and have subpar lecture halls. Lack of support facilities, such as display formats, darkrooms, projection equipment(s), halls, screens, storage facilities, electricity, shops, classrooms, and laboratories, can hinder the utilization of audio-visual aids (Imogie, 2002). Nearly 80% of the schools in Nigeria lack support facilities.

5) **Lack of trained personnel:** The majority of teachers lack competency in the area of efficient use of instructional resources since they are not educated to handle technology instructional materials. The school is unable to hire a specialist to assist with the manipulation and use of instructional media in the classroom since there are insufficient finances for the creation and use of

audio-visual aids. According to Bakare (1986), referenced in Okoji (2008), there are a number of aspects that can influence the usage of audio-visual aids, such as the subject matter's nature, the goal to be achieved, the teachers' skill level, and interest.

- 6) **Subject matter and objective:** A piece of instructional material must align with the lesson's goal and topic matter in order to be deemed acceptable for that particular lesson. It can be challenging for teachers to find resources that are exactly in line with the curriculum. Some teachers come across audio-visual aids that only briefly relate to the subject matter, and if they don't take the time to read and revise the materials before using them, they may impart incorrect or unintentional information. According to Fassai (2006), contemporary audio-visual aids should be created with ease of procurement, upkeep, and coverage of the three educational goals in mind.
- 7) **Lack of maintenance:** Most audio-visual aids that are purchased are not maintained; this can be because maintenance personnel are incompetent or careless. Educational materials "wear and tear" when they are not properly

maintained. Before making or purchasing any teaching materials, the teacher must first learn how they are maintained.

8) **Lack of Skills:** According to Adeyanju's (2003) research, Nigerian instructors have inadequate proficiency in employing audio-visual aids in the classroom. Some educators are not equipped with the specialized knowledge and abilities needed to create and produce audio-visual aids. Inadequate technical expertise to impart useful skills in electronics content areas. Because they are not educated to utilize this equipment or because they prefer the old lecture technique, some teachers are unable to employ visual and audio-visual resources to teach.

9) **Lack of Administrative support:** Imogie (2002) asserts that a creative learning environment can foster the desire to improve instructional media, and that occasionally, the educational system may reject innovations pertaining to the use of instructional media. Administrative heads must support teachers in order for them to purchase instructional media. This is because they are the ones who issue directives and provide authority

regarding daily operations in the school, in addition to being responsible for allocating funds for equipment purchases.

- 10) **Lack of time:** Imogie (2002) asserts that a teacher's workload may make it difficult for them to find the time to improvise instructional materials. A teacher with a heavy teaching load would not want to create materials that take a lot of time, such as the creation and production of audio-visual aids. When designing and producing audio-visual aids for use in the classroom, time is a critical component.

11) Lack of storage and retrieval system:

A lot of the educational materials that educators create on the fly are frequently not kept correctly. The main issue is that the school lacks suitable storage facilities, which are available at learning resource centers, and this might demoralize the teachers.

Relationship between Audio-visual aids and Student's Academic Performance

It has been noted that audio-visual aids are a powerful component of quantitative instruction. It is impossible to overstate how crucial having suitable instructional facilities for education is to teaching and learning. The saying

"teaching is inseparable from learning but learning is not separable from teaching" refers to the fact that although teachers facilitate students' learning, students are also capable of learning on their own. Akande (1985) asserted that interacting with one's surroundings might lead to learning. In this context, "environment" refers to the resources that are available to support students' learning objectives. Books, audiovisual materials, instructional technology hardware and software, classroom size, seating arrangements, chalkboards, tables, seats, and shelves holding practical instruments are all included (Farrant, 1991 and Farombi, 1998).

Facilities are a strategic component of how an organization operates, claims Oni (1992). This is because they greatly influence how well any system or organization of society, including education, functions. He went on to say that their sufficiency, relevance, and availability have an impact on production and efficiency. According to Farombi (1998), a society's level of wealth can be used to gauge the quality of education provided in that country. He emphasized that affluent societies will have high-quality teachers and educational infrastructure, which will enable their students to learn easily and achieve well academically. In a 1982 essay about the function of facilities in education, Balogun argued that

science education programs cannot be successful without teaching equipment. This is so that the student can acquire scientific attitudes and problem-solving techniques thanks to the facilities. Ajayi and Ogunyemi (1990) reaffirmed in their contribution that pupils will learn at their own paces in addition to having access to the reference materials indicated by the teacher when facilities are supplied to satisfy the respective needs of a school system. The end result is an improvement in each student's overall academic performance.

In his research on the correlations between students' learning outcomes and resource concentration, use, and management in Oyo State, Farombi (1998) discovered that certain schools had subpar classroom environments. He gave instances of schools without a ceiling, without a blackboard, with some roofing sheets missing, and with doors and windows removed, among other things. The researcher believed that these conditions were dangerous for the students' health. The Nigerian Tribune reported on Thursday, November 25, 1999, with the following caption: "Mass Failure will continue until." According to Dr. U.B. Ahmed, the chairman of the WAEC National Committee, "the classroom is the origin of failure." A close examination of public schools and their operations

reveals that most of them are incapable of producing quality education because they lack the infrastructure and qualified staff needed to prepare students for the WASCE.

In response to a question about why high academic achievement is not fashionable in Nigeria, Adesina (1981) named a number of contributing issues, including overcrowded classrooms, antiquated teaching methods, and subpar physical facilities. To shed further light on the subject of audio-visual aids and moral guidance, Fabunmi (1997) claimed that while models guiding the provision of these tools to schools could be any kind of logical bureaucratic or political model, audio-visual aids when supplied will support teaching and learning programs and subsequently improve students' academic achievement. According to him, the shared characteristic of all models is the unequal distribution of facilities among schools. However, Ojoawo (1990) pointed out that some schools receive preferential treatment when it comes to the distribution of facilities, while others do not. In a 1993 article about pupils' low performance in public exams, London noted that many underdeveloped countries lack essential physical amenities and that those that do exist are frequently of poor quality. The association that these

observers assert exists between performance and facility quality is much more concerning. Akinkugbe (1994), bemoaning the glaring deficiencies of audio-visual aids in our educational system, asserted that there is ample evidence of criminal neglect, debilitating inertia, and a pervasive decline in standards and values everywhere one looks—in primary, secondary, special, technical, and higher education. According to different researches (Wilcockson 1994, Lawal 1995, Ajayi 1996, Suleiman 1996), facilities play an important role in the teaching and learning domains. Academic performance may be impacted by inadequate educational facilities or by facilities that are deteriorating.

Hallak (1990) asserts that one of the key elements influencing academic success in the educational system is the quality of the facilities. These consist of the educational facilities, classrooms, lodging, labs, libraries, furniture, apparatus, and other audio-visual aids. He continued by saying that their accessibility, applicability, and sufficiency support academic success. He did, however, swiftly add that among other things, packed classrooms and ugly school buildings lead to low academic achievement. describing the ideal location for these facilities. He claimed that while user demands should be taken into account, educational

facilities should be placed in suitable locations. In another development, students in secondary schools with and without proper instructional facilities did not significantly differ, according to research by Aliyu (1993) as reported by Johnson (1998). However, he argued that while students may perform well in other disciplines without adequate access to advanced audio-visual aids, instructional facilities were essential to students' academic success in English Language, Mathematics, Biology, and Geography. He came to the conclusion that the social and pure sciences are where instructional facilities have the greatest impact on students' academic progress.

In a comparative study on the relationships between extrinsic school characteristics and science students' academic achievement, 182 secondary schools in Bendel State were used as the target population, and 20 schools were randomly selected to represent each of the three science subjects: biology, chemistry, and physics. Arubayi (1987) discovered a favorable correlation between the dependent variable, students' academic achievement in physics, chemistry, and biology, and the independent variables, laboratory facilities, number of science books in the library, and teachers' credentials. An attempt will be made to determine the contributions

of some of the components that make up these facilities and their influence on students' academic progress based on the many facts that have been emphasized above. These include textbooks, libraries, school buildings, and labs.

Summary of Literature Reviewed

There are various forms of audio-visual aids that appeal to learners' senses (hearing and sight) and vary in size and shape. The use of audio-visual aids improves instruction and encourages students to engage in learning activities. In order for audio-visual aids to be effective, they must be properly chosen, and the instructor must base his selection of a lesson plan on the standards and recommendations for choosing audio-visual aids.

In the teaching and learning process, audio-visual aids are crucial for both teachers and students. Nevertheless, there are certain limitations that limit their use while instructing social studies students. If the administrative head provides sufficient resources and support, these limitations can be addressed.

The impact of Audio-visual aids in enhancing the educational process cannot be overemphasized. Audio-visual aids have the potential for enhancing the

students' learning and it is a means of making the teaching and learning process easy, more meaningful and understandable.

According to research, using audio-visual aids in the classroom is essential for changing how students behave across all subject areas, including adult learners. Therefore, a variety of materials should be used in the classroom to promote successful interaction between teachers, students, and the subject matter.

CHAPTER THREE

METHODOLOGY

The research examines the influence of Audio-visual aids in the academic performance of students in social sciences. This chapter is devoted to the description of the method employed in conducting the study under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling technique
- Research Instrument
- Validity of Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

Descriptive survey design was used for this study because the data collected were systematically described.

Population of the study

The population of the study will be public senior secondary schools in Ovia North East Local Government Area of Edo State with a total number of 13 schools and 102 teachers (Source: Ministry of Education, Edo State).

Sample and Sampling Technique

The sample size for the study is the 102 teachers from 13 public junior secondary schools in Ovia North East Local government Area of Edo state. No sampling technique will be adopted since the population of the study is researchable.

Research Instrument

The research instrument that will be used for the data collection will be the structured questionnaire designed by the researcher titled: “Impact of the use of audio-visual materials in the teaching and learning of history in senior secondary schools” (IUAMSS)”. The questionnaire were grouped into two main sections; section A and section B. Section A include questions designed for the purpose of

obtaining demographic data while section B include 14 items raised by the researcher to elicit information on the choices and responses of the respondents in regards to the research subject matter. The questionnaire is a likert scale questionnaire having distributive responses of Strongly Agree (SA), Agree (A), Strongly disagree (SD), and Disagree (D).

Validity of the Instrument

The validity of the instrument will be established after an intensive screening by the project supervisor and two other lecturers in the Department of Educational Foundation, Faculty of Education, University of Benin. Their inputs and corrections in terms of clarity and appropriateness of language will be used to develop the final draft.

Reliability of the Instrument

To determine the reliability of the instrument, test-re-test method of estimating the reliability of the instrument was used. Consequently, the constructed instrument was administered to group of twenty (20) students who were not part of the population of the study but within an interval of two weeks. The correlation of

the response will be determined using Pearson Product Moment Correlation.

Method of Data Collection

The researcher will personally administer the instrument to the respondents with the help of a research assistant. The questionnaires completed by the respondents will be retrieved personally by the researcher.

Method of Data Analysis

The mean and standard deviation will be used to answer the research questions. The decision rule will be based on any calculated mean equal or greater than 2.50 will be regarded as agreed while any mean less than 2,50 will be regarded as disagreed.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF RESULTS

This chapter deals with the analysis of data obtained through the procedure specified in the preceding chapter. The results are also presented in the tables below and discussed.

Research Question 1: What are the type and quantity of audio-visual materials available to teachers at the senior secondary school level?

Table 1

S/ N	Instructional Materials	Available Materials	Unavailable Materials
1	Radio	-	100 (100%)
2	Television	5(5%)	95 (95%)
3	Computer	12 (12%)	88 (88%)
4	Projector	-	100 (100%)
5	Pictures	-	100 (100%)
6	Newspapers	43(43%)	57 (57%)
7	Magazines	-	100 (100%)
8	Charts	-	100 (100%)

9	Graphs		100(100%)
10	Film Stripes	-	100 (100%)

The result showed that the type of audio-visual materials teachers do use is newspaper.

Research question 2: what impact do audio visual materials have in the teaching of history in senior secondary school?

TABLE 2:

S/ N	Item Statement	MEAN	S.D	REMARK
1	The interest of my students to learn is aroused each time I teach with instructional materials	2.58	.919	AGREED
2	My students perform better on topic taught with instructional materials	2.85	1.029	AGREED
3	My students meaningfully contribute in class whenever I teach them with instructional materials	2.78	1.071	AGREED
4	My students ask questions relating to the instructional materials whenever they are used in class	3.04	1.073	AGREED

5	My students overall performance is higher any term I strictly teach them with instructional materials	3.53	.893	AGREED
6	My students promptly respond to class work after being taught with relevant instructional materials	2.95	.947	AGREED
7	My students take delight in doing any assignment after being taught with relevant instructional materials	2.79	.946	AGREED
8	My students carry out projects based on their exposure to instructional materials	3.53	.893	AGREED
9	My students perform well even without teaching them with instructional materials	1.91	.947	DISAGREED
	Total	3.55	4.092	

Source: field survey 2023.

According to the above table, which shows a mean score of 2.58, the respondents all agreed that using instructional materials sparks their pupils' enthusiasm in learning. With a mean score of 2.85, it was also found that the respondents agreed that their students perform better on topics presented with instructional resources. With a mean score of 2.78, the respondents also concurred that when teachers use educational materials, pupils participate meaningfully in class. Additionally, with a mean answer of 2.95, it showed that whenever the

instructional materials are used in class, students ask questions about them. With a mean response of 2.79, the results also demonstrated that students like working on any assignment after receiving suitable training. Finally, with a mean score of 3.04, the table indicates that the respondents disputed that pupils perform well even when not taught with instructional resources. This suggests that using audio-visual resources has a good effect on teaching history.

Research question 3: What is the level of knowledge available to teachers of history on the use of audio-visual materials?

Table 6:

S/N	Item Statement	MEAN	S.D	REMARK
5	audio-visual materials are effective tools for enhancing teaching and learning process	3.53	.893	AGREED
6	Audio-visual materials are used to make topics in history relatable	2.95	.947	AGREED
7	I know the types of audio-visual materials and how to operate them	2.79	.946	AGREED
8	I know how to select audio-visual materials that's best suitable for each topic	3.03	.871	AGREED

	Total	3.07	.914	
--	-------	------	------	--

Source: Field Survey 2023

According to the above table, with a mean score of 3.53, the respondents believed that audio-visual resources are useful instruments for improving the teaching and learning process. With a mean of 2.95, the results also demonstrated how audio-visual resources are employed to make historical issues relatable. With a mean score of 2.79, it was also discovered that the respondents concurred that they are aware of the different kinds of audio-visual resources and how to use them. This suggests that the amount of expertise accessible to history teachers about the use of A/V materials comprises: understanding of the kinds of A/V resources and how to utilize them; understanding of the appropriate A/V materials to make historical issues relatable.

Research question 4: What steps have the teachers and school heads taken to increase the use of audio-visual materials among teachers?

Table 8:

S/ N	ITEM STATEMENT	MEA N	S.D	REMARK
1	school heads have made the use of audio-visual materials compulsory	2.56	.592	AGREED
2	Audio-visual materials are made available by school heads	2.54	.701	AGREED
3	School heads are always organizing workshops to train teachers on the use of audio-visual materials	2.62	.844	AGREED
4	School heads always supervises the use of audio-visual materials by teachers	2.70	.803	DISAGREED
	Total	3.12	2.94	

Source: field survey 2023

According to the above table, respondents agreed that school heads have mandated the use of audio-visual materials (mean 2.56), and they also agreed that school heads provide access to these materials (mean 2.54). Additionally, with a mean score of 2.62, the respondents concurred that school administrators

consistently arrange seminars to instruct teachers on the use of audio-visual resources. Lastly, the table showed that, with a mean score of 2.70, the respondents agreed that school directors always supervise instructors' use of audio-visual materials. This suggests that school administrators have taken the following actions to encourage instructors to use audio-visual resources more often: providing access to and mandating the use of such resources, organizing work materials, and supervising teachers' use of such resources.

Discussion of findings

According to the study's findings regarding the first research question, newspapers are the type of audio-visual materials that teachers actually employ. This is consistent with Thomas's (2001) claim that public secondary schools do not provide enough audiovisual aids.

The findings of the study with regards research question two showed that using audio-visual resources has a good effect on teaching history. This supports Lawal's (2014) claim that students' academic performance is impacted when instructional resources are used effectively in the teaching and learning process.

Furthermore, the survey found that history teachers possess a certain level of understanding regarding the use of A/V materials, such as which kinds of A/V materials to use and how to use them, and which ones to employ in order to make historical issues more relatable. This is consistent with the findings of Adeboyeje (2015), who stated that while teachers are aware of the value of instructional materials, it is concerning that both audio and visual materials are not readily available.

Finally, the study found that school administrators have implemented the following measures to encourage teachers to use audio-visual resources more frequently: providing access to and mandating the use of such resources, organizing work materials, and supervising teachers' use of such resources. That is consistent with This is consistent with Emetarom's (2004) findings that the usage of sufficient instructional materials has an impact on students' academic performance; nevertheless, it appears that both audio and visual materials are not readily available.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the conclusion drawn from the data analysis, the summary of the study and recommendations based on the findings made.

Summary

This chapter gives a general overview of the impact of the use of audio-visual materials in the teaching and learning of history in senior secondary schools in Ovia North East Local Government Area. Four research questions were raised to guide the study. The study also employed the use of structured questionnaire as research instrument to elicit responses answering the research questions. The instrument was analysed using mean and standard deviation.

The following are the findings of the study:

- The type of audio-visual materials teachers do use is newspaper.
- Audio-visual materials use impact positively on teaching history.
- The level of knowledge available to teachers of history on the use of audio-visual materials includes: knowledge on the right audio-visual materials to

make topics in history relatable, types of audio-visual materials and how to operate them.

- The steps the school heads have taken to increase the use of audio-visual materials among teachers include: making the audio-visual materials available and the use of it compulsory, organization of work materials, and supervision of the use of audio-visual materials by teachers.

Conclusion

The study's results lead the researcher to the conclusion that newspapers are the most common sort of audio-visual resource used by teachers. Additionally, using audio-visual resources has a favorable effect on teaching history. Furthermore, a high degree of awareness regarding the usage of audio-visual resources was demonstrated by the teachers involved in the study. Last but not least, the school administrators have implemented the following measures to encourage teachers to use more audio-visual resources: providing access to and mandating the use of these resources, organizing work materials, and supervising teachers' usage of these resources.

Recommendations

In the light of the findings of this study, the following recommendations are hereby made:

- The government is urged to provide funds that would ensure that there is adequate provision of instructional materials for the teaching of social sciences.
- There should be adequate provision of instructional materials for the teaching of social sciences.
- The school principal and education stakeholders should supervise and ensure that teachers utilize instructional materials for teaching of History.

REFERENCES

- Abdulahi, S. (2008). The effect of instructional materials on students performance: Zaria. Jork Publishers
- Abu, P.B. & Fabunmi, M. (2005). The Relationship among Teachers variables and adult learners' academic performance. *International Journal of African American Studies*. 4(1) 12-20
- Adekeye, R.B. (2008). Social studies Curriculum lectures materials on SSE 402 (unpublished). University of Ibadan: Department of Social Studies.
- Adeniyi, A.A. (2001). Methodology and instructional materials: A new approach to teaching religions in tertiary institutions in Nigeria. Ibadan: Relinks Konsults.
- Adewale, J.S. (2011). Reading in Secondary Schools. New concept publishers.
- Adeyomju, L. (2003). Teachers Attitude of the effects and use of learning aids in teaching. A case study of Winneba basic and Secondary schools in Ghana. UltiBASE. Retrieved from: <http://wltibase.rmit.edu.au>
- Agina-Obu, T.N. (2005). The relevance of instructional material in teaching and learning. In Robert-Okah.
- Aguokogbuo, C.M. (2000). Curriculum development and implementation for Africa. Nnsuka : Mike Social Press.
- Ajayi, Y.A. (2006). A guide for effective teaching. Lagos: IDEMAC Nigeria Ltd.

- Ani, O.E. (2006).The Impact of Instructional Materials on Students' Performance.Owerri: Alvan Publishers.
- Anyanwu, J.N. (1989). Introduction to Educational Technology for Colleges and Universities.Okene: Ade-Olu Press.
- Babalola, U.O. (2004). Resource materials in the implementation of curriculum in 21st century in Noah A.O.K. (ed) curriculum implementation and professional teaching in Nigeria. Lagos: Central Education Services.
- Bakare, G.M. (1986). Poor academic performance, Aetiology, Diagnosis and Remediation, Ibadan: University Press
- Bassey, M.P. (2002). Availability of resources for the teaching of science subjects in Public Secondary schools. A case study of some selected secondary schools in Alimosho Local Government.
- Carlton, W.H.E. (1965). Fundamentals of teaching with audio-visual technology. London. Macmillian LTD.
- Chima, S. (2009).The teaching of student teachers. Enugu: John Jacob Publications.
- Dahar, M.A. and Faize, F.A. (2011).Effects of the availability and the use of instructional materials on Academic Performance of students in Punjab (Pakistan). Middle Eastern Finance and economics Journal Issues53,110-120.
- David, M.(1991). Teaching skills in further and adult education. London. City and guilds of London Institute.
- Denys, J.S. (1980). Visual Communication Handbook; teaching and learning using visual materials. London. EbenezaBaylis&Son Ltd.

- Egwu S.O. (2008). Contextual framework of adults in Nigerian schools. Erudite Global Nigeria LTD.
- Emezio C. (2010). Effective teaching and learning in Schools. Annual conference on Curriculum development and materials.
- Higgins, s. & Moseley, D. (2001). Teachers' Thinking about Information and Communications Technology and Learning; Beliefs and Outcomes.
- Ika & Uzoeshi, K.C. (Eds). Theories and practice of teaching. Port Harcourt: Harey Publication.
- Imogie, I. (1990). Problems of integrating educational technology into teachers' education in Nigeria. *Review of Education* 2,26-34.
- Imogie, I. (2002). Improving teaching and learning: An introduction to instructional technology. Joeseq Associates.
- Imogie, I. and Agu (1996). Foundation of Educational technology. Ibadan. Y. Books (Nig) Ltd
- Iwu, R.U. Ijioma, B.C. Onoja, A.I. & Nzewuihe, G.U. (2011). Teaching aids: A Panacea for effective instructional delivery in biology. *Researcher*, 3(2)62-65. Retrieved from http://ww.science.pub.net/researcher/research_0302/08-4388_research_0302-62-65-teach.pdf.
- Janet J. (1981). Materials for learning; How to teach adults at a distance. *Routledge & Kegan Paul Ltd.*
- John, T. (2001). Audio for distance education and open learning. The commonwealth of learning and the international extension college.

- Mkpa, M.A. (2005). Challenges of implementing the school curriculum in Nigeria. *Journal of curriculum studies* 12 (1),9-17
- Moronfola, B. (2002). Effects of instructional resources on the academic achievements of secondary students in Ilorin Local Government of Kwara state. *Unpublished M.Ed Research Thesis*.
- Nicholls, G.(2000). Learning to Teach. Page 356-360, Glasgow: Bell and Bain LTD.
- Odukwe, C. (2003). Improvisation of Teaching Aids for Agricultural Science Course. A paper presented at workshop on Teaching Aids for Agricultural Science course held at Oyo State COED, Ilesha
- Ogbondah, L. (2008). An appraisal of instructional materials used to educate migrant fishermen's children in Rivers State, Nigeria. *International Journal of Scientific Research in Education*, 1(1), 13-25, Retrieved from <http://www.ijse.com>.
- Olawale, S.K. (2013). The use of instructional materials for effective learning of Islamic studies. *Jihat-al-islam*, 6(20, 29-40). Retrieved from <http://pu.pk/images/journal/jihat-ul-islam/PDF>.
- Omebe, S.E. (2001). Educational Research Basic Methodology Owerri. Wisdom Publishers.
- Onasanya, S.A. & M.V. Adegbija, (2007). Practical Handbook on Instructional Media. 2nd Edition, Graphcom Publishers, Ilorin.
- Onasanya, S.A. (2004). Selection and utilization of instructional media for effective practice teaching. *Instit. J. Stud. Educ.*, 127-133.

- Onyeachu, J.A.E. (2006). Integration of ICT(s) in teaching and distance learning in Nigeria. A paper presented at the 16th annual national conference of Technological Writers Association of Nigeria (TEWAN) and Faculty of Education, Abia state University, Uturu.
- Onyeachu, J.A.E. (2008). Curriculum implementation at the primary education level challenges for the 21st century in multidisciplinary *journal of Research Development*. 10(1),38-49.
- Robert, V. B. (1981). Creating instructional materials.3rd Edition. Columbus: Merrill Publishing Company.
- Soetan, A.K., N.S. Iwokwagh, R.A. Shehu& S.A. Onasanya, (2010).Creating engaging 3-D animation digitization for instructional media and health communication. *Inform. Technol. J.*, 9:89-97.
- Uzuegbu, C.P., Mbadiwe, H.C., Anulobi, J.C. (2013). Availability and utilisation of instructional material in teaching and learning of library education in tertiary institutions in Abia State. *Woodpecker Journal of Educational Research*, 2(8),111-120. Retrieved from [http://wudpecker research journals.org/WJER/pdf](http://wudpeckerresearchjournals.org/WJER/pdf)
- Vernon, S.G. & Donald, P.E. (1971). Teaching and media: A systematic Approach. New Jersey: *Prentice Hall Inc.*

APPENDIX
UNIVERSITY OF BENIN, BENIN CITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATION

**QUESTIONNAIRE ON THE IMPACT OF THE USE OF AUDIO-VISUAL
MATERIALS IN THE TEACHING AND LEARNING OF HISTORY IN
SENIOR SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL
GOVERNMENT AREA OF EDO STATE.**

TEACHER QUESTIONNAIRE

Dear Respondents,

I am a student from the above named university. I am carrying out a research on the above topic. Any information you supply will be treated as confidential and will only be used during analysis.

Thanks for your cooperation

SECTION A: DEMORGRAPHIC DATA OF SCHOOL

Instruction: fill the blank space

Name of School: _____

Class Taught: _____

Sex: _____

SECTION B

Instruction: tick (v) the correct answer

S/ N	Audio Visual Materials	Available Materials	Unavailable Materials
1	Radio		-
2	Television		
3	Computer		
4	Projector		
5	Pictures		
6	Newspapers		
7	Magazines		
8	Charts		
10	Graphs		
11	Film Stripes		

Kindly Tick (✓) the option that is applicable in your school.

Key: SA: Strongly Agree, Disagree (D); Strongly Disagree (SD)

C	WHAT IMPACT DOES AUDIO-VISUAL MATERIALS HAVE IN THE TEACHING OF HISTORY IN SENIOR SECONDARY SCHOOL?	SA	A	D	SD
1	The interest of my students to learn is aroused each time I teach with instructional materials				
2	My students perform better on topic taught with instructional materials				
3	My students meaningfully contribute in class whenever I teach them with instructional materials				
4	My students ask questions relating to the instructional materials whenever they are used in class				
5	My students overall performance is higher any term I strictly teach them with instructional materials				
6	My students promptly respond to class work after being taught with relevant instructional materials				
7	My students take delight in doing any assignment after being taught with relevant instructional materials				
8	My students carry out projects based on their exposure to instructional materials				
9	My students perform well even without teaching them with instructional materials				

D	WHAT IS THE LEVEL OF KNOWLEDGE AVAILABLE TO TEACHERS OF HISTORY ON THE USE OF AUDIO-VISUAL MATERIALS?				
9	audio-visual materials are effective tools for enhancing teaching and learning process				
10	Audio-visual materials are used to make topics in history relatable				
11	I know the types of audio-visual materials and how to operate them				
12	I know how to select audio-visual materials that's best suitable for each topic				
E	WHAT STEPS HAVE THE SCHOOL HEADS TAKEN TO INCREASE THE USE OF AUDIO-VISUAL MATERIALS AMONG TEACHERS				
13	School heads have made the use of audio-visual materials compulsory				
14	Audio-visual materials are made available by school heads				

15	School heads are always organizing workshops to train teachers on the use of audio-visual materials				
16	School heads always supervises the use of audio-visual materials by teachers				