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## CHALLENGES AND SOLUTIONS IN THE UTILIZATION OF AUDIO-VISUAL MATERIALS IN TEACHING SOCIAL STUDIES IN UPPER BASIC SCHOOLS IN UDI EDUCATION ZONE, ENUGU STATE, NIGERIA

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**Abstract:** *This study examined the challenges and possible solution to the utilization of audio-visual materials in teaching social studies in upper basic schools in Udi education zone, Enugu state, Nigeria. The specific of objectives were to identify the challenges in utilizing audio- visual materials in teaching Social Studies and ascertain the possible solutions to the challenges of utilizing audio- visual materials in teaching social studies. The researcher adopted descriptive survey research design for the study, while the study area was Udi Education Zone, Enugu State. The population for this study comprises all teachers of Social Studies in the fifty-four (54) public secondary schools in Udi Education Zone of Enugu State. The population of teachers of Social Studies is ninety-four (94); 28 male teachers and 66 female teachers. The entire population was utilized as the sample for the study. Data obtained were collated and subjected to descriptive statistics (for research questions) and inferential statistics (for hypotheses). The research questions were analyzed using frequency, percentages, mean and standard deviation. The hypotheses were also analyzed using independent sample t-test. Data were presented in tables. The results of the study revealed that there is a significant difference in the mean response of male and female teachers on the degree of challenges encountered in the utilization of audio-visual materials in the teaching of social studies and that there is a significant difference between the mean ratings with respect to the possible solutions. The researchers among other things recommended that adequate Funds should be provided by the state and federal Ministries of Education for the purchase of more audio-visual materials. The teachers should also be supervised for proper and effective use of audio-visual materials and that creative and resourceful teachers should improvise equipment and materials to improve learning. Students should also be involved in the improvisation and use of audio-visual materials as they learn more from what they do.*

**Keywords:** *Challenges, Solution, Utilization, Audio-visual materials, Teaching, Social studies*

### Introduction

Teaching and learning is the concern of trained teachers. Though learning is a complex process, it can however, be defined as a change in disposition, a relatively permanent change in behavior overtime and this is

brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles, new information at hand etc. (Adeyanju, 1997) Learning can be reinforced with instructional materials of different variety because they

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stimulate, motivate and as well as arrest learners' attention for a while during the instruction process. Instructional materials are learning aids and devices through which teaching and learning are done in schools. According to Akamobi, (1998) instructional materials are those materials used in classroom or workshops for instruction or demonstration purpose by students and teachers. Chauha (1973) saw them as actual equipment used as "hands on" process by learners in order to develop the degree of skills sought by the course of requirement. Examples of instructional materials include visual aids, audio aids, audio-visual aids, real object and many others. The visual aids in form of wall charts illustrated pictures, pictorial materials, textbooks etc. thus audio instructional materials refer to those that make use of the sense of hearing only like the radio, audio tape recorder etc., while an audio-visual instructional material therefore is a combination of devices which appeals to the sense of both hearing and seeing such as television, motion pictures and computers. From the above definitions of instructional materials, we may gather that social studies as an area of education deals with instructional problems and solutions through the use of various visual, audio and audio-visual materials and equipment. There is the problem of inadequate preparation of teachers to carry out reading instruction (Bello, 1980). This inadequacy translates in poor reading performance in social studies and by implication other subject areas. Students in our various secondary schools equally lack the basic textbooks and other important materials that will support them in the learning of social studies at that level. Teaching social studies without relevant instructional materials leads to poor performance in other subjects.

There is no single universal definition of Social Studies because the subject is defined according to the need of each society, which adopts it as a programme of study in schools and colleges. However, the Committee on

Primary School Social Studies Programme in Nigeria defines Social Studies as those common learning of man's interaction with his social and physical environment, adding that it is not only a study, but a way of life, of how man influences, and is influenced by his physical, social, political, economic, psychological and cultural environment (Aina, 2015). Similarly, Olaniyan (2011) emphasized that Social Studies is a programme which a society uses to instill in students the knowledge, skills, positive attitudes and actions. It considers important relationships which human beings have with each other, their world and themselves. Bearing in mind the concept of Social Studies as an integrated discipline, the objectives are clearly stated in the National Policy on Education (FRN, 2014).

The primary concerns of the subject are encouragement of the awareness of the world in the child, inculcation and development of appropriate knowledge, skills, positive attitudes, values and social activities concerning relationships in people; to enable them find solutions to social problems in their surroundings and to develop positive attitudes towards our fellow men in society. Social science as the teaching and learning of individual subjects such as History, Geography and Government, that has finally given way to the conception in Social Studies as an integrated subject. This came about in 1975 with the adoption of the Integrated Social Studies Syllabus developed by the National Educational Research Council for primary schools and Teacher Training Colleges throughout the country at the onset of the Federal Government Universal Free Primary Education (UPE). Similarly, the Integrated Social Studies Syllabus currently being used in the lower forms of secondary schools in the country as well as the one for the 3-3 Secondary School system of the New Education Policy was prepared by the Comparative Education Study and Adaptation Centre (CESAC), University of Lagos (Ogunsanya, 2014). Social Studies is a subject



which deals principally with how human beings interact with one another and with the environment. The Committee on Social Studies singled it out as one major area of study through which national objectives on education in Nigeria can be achieved.

The teaching and learning of Social Studies is very essential to the learning of other subjects. That is why adequate teaching materials 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 materials) which will appeal to most if not all the senses of the person receiving the message. The requirement needed by the teacher to make effective teaching is resourcefulness. The audio materials are such materials that create aural impression thereby causing the receivers to listen with discrimination (Efi, 2017). These include audio and video recorders and the reel-to-reel tapes (Nacino-Brown, 2012). The third groups which are the audio-visual materials are the aspects of instructional materials that have both an aural and a visual appeal. These include cine-film projection (16cm and 8mm sound film projection), video-tape recordings, television and the sound filmstrip, as well as the synchronized audio-slide presentation (Cable, 2012).

Audio-visual is defined as the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information. Reisman (2010) described audio-visual as a ray of “computer-driven interactive communication system, which create, store, transmit and retrieve, textual, graphic and auditory networks of information. More so, Fetterman (2016) also viewed audio- visual as

those resources used for instruction that include one or more media such as video, animation, image and sound in addition to textual information. The power of audio-visual lies in the fact that it is multi-sensory, stimulating the many senses of the audio lance. It is also interactive, enabling the end users of the application to control the content and flow of information. This has introduced important changes in the educational system and impact the way we communicate information to the learners (Neo & Neo, 2013). Similarly, Ogunbote and Adesoye (2016) expressed that audio-visual technology adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations. They make dynamic learning experience more concrete, relevant and realistic. The use of audio-visual materials improves students’ critical and analytical thinking.

#### **Statement of the Problem**

The teaching and learning of social studies with the use of audio-visual material is not without it’s challenges. In fact, the condition of secondary schools’ system (government-owned) in Nigeria is nothing to write home about. These schools seem to be abandoned. Teaching and learning process is still going on without audio-visual materials to the detriment of the learners. The level of availability and the rate of utilization and maintenance of these audio-visual materials in Upper Basic schools are greatly very insignificant. This was affirmed by Akubue (2013) who noticed that most of these audio-visual materials mentioned are not available in schools and even where they are available, they are rarely used. Classroom observation of teachers while they teach revealed that Teachers of social studies do not use audio-visual materials. Thus, Upper Basic schools in Udi Education Zone are not an exception. At the Upper Basic school levels, greater percentage of instructional process is based on rote memorization. Many classroom teachers still prefer the traditional chalk-talk or story-



telling mode of instruction to concrete-oriented practical method of using audio- visual materials during teaching and learning process. It has been noted over the years that as a result of advancement and development of modern technology, audio-visual materials can be used to make learning more vivid and effective. The ability of the audio -visual materials to provide effective teaching and learning is being continually undermined and called into question. It is in the light of this that this study evaluates the challenges and possible solutions to the challenges of utilizing audio-visual materials in teaching social studies in Upper Basic Schools in Udi Education Zone, Enugu State, Nigeria

#### **Objectives of the study**

1. Identify the challenges in utilizing audio- visual materials in teaching Social Studies
2. Ascertain the possible solutions to the challenges of utilizing audio- visual materials in teaching social studies

#### **Research Questions**

1. What are the challenges in the utilization of audio- visual materials in teaching Social Studies?
2. What are the possible solutions to the challenges of utilizing audio- visual materials in teaching Social Studies?

#### **Hypotheses**

1. There is no significant difference in the mean ratings of male and female teachers on the degree of challenges encountered in the utilization of audio-visual materials in the teaching of Social Studies.
2. There is no significant difference in the mean ratings of male and female teachers on the possible solutions to the challenges of utilizing audio-visual materials in the teaching and learning of Social Studies.

## **REVIEW OF RELATED LITERATURE**

### **Conceptual Framework**

Conceptually, Social Studies has been defined by different scholars in different ways based on their orientation. National Council for the Social Studies (NCSS) (2012) defined Social Studies as the integrated study of social science and humanities to promote civic competence. Social studies is most commonly recognized as the name of a course or a set of courses taught in primary and secondary schools or elementary, middle, and secondary schools. Uchendu (2012) maintained that Social Studies can be seen as the study of human society at certain post-secondary and tertiary schools around the globe.

Adaralegbe (2012) noted that Social Studies is the totality of experiences a student goes through having been exposed to such a course based on man's interminable problems in chosen environments with a full knowledge of the variable factors to those historical, geographical, traditional, political, social, religious, economical, psychological, cultural, scientific and technology, that are normally responsible to man's web of interaction with his environment. This is why Jiboku (2012) agreed that Social Studies is that aspect of learning which deals with how to get on with one's environment, both physical and human involving the development of those skills, knowledge, attitudes and values that characterize a responsive and responsible citizenship in a free society (P. 230).

These common features, rather than the conflicts and controversies that go with the definitions, should form the basis for Social Studies discussions and practices in Nigeria. These common features of social studies cannot be achieved by students if resources are not available and utilized at the process of implementation. This brings about the need to determine the availability and utilization of resources for effective implementation of Social Studies curriculum in Upper Basic school level.





The scope of Social Studies implies the coverage of social studies contents or the various disciplines from which Social Studies draws its facts, concepts, and generalizations. Traditionally, History and Geography have been the major contributors of contents of Social Studies. It was expected that all the goals and objectives of Social Studies would be achieved through the subjects.

As time went on, concepts from other discipline of the Social Science, Humanity and Elementary science equally become necessary in teaching and learning of the subject. Presently, Social Studies draws its true characters from a broad range of subjects such as Economics, Anthropology, Sociology, Political Science, Psychology and Philosophy in addition to Geography and History. As a result of the importance of science and technology in man's day-to-day living, concepts are drawn from Elementary or Basic Science for social studies Education (Bozimo & Ikwumelu, 2008). The scope of Social Studies therefore varies depending on what one wants to cover. Its scope involves the determination of what aspects of the valuable for the realization of the objectives of Social Studies. It is totally obvious that social studies is wide and cannot be expected to have distinct boundaries. The scope certainly covers both immediate and distant environment in content and methodology.

#### **The process Teaching and Learning**

According to Ayodele and Adegbile (2013), elements of teaching-learning process include the teacher, the learner, the learning process, the learning situation and evaluation.

**The teacher:** The teacher plays an important role in the process of teaching and learning. He or she is the single most important stimulus that sets the learning process into motion. Teaching as a term can be used in two senses: Firstly, it can mean a particular type of profession in which some interested people are involved.

Consequently, we talk of teaching as a noble profession. Secondly, teaching means the various educational activities undertaken by a more knowledgeable person to enable others learn (Maduwesi & Azubuike, 2011). Ogbonnaya (2010) mentioned the activities carried out by the teacher who is assumed to be a more knowledgeable person. Such activities include: motivating, reinforcing, instructing the learner, guiding, counseling, teaching, supporting, discipline, etc. The traditional conception of teaching as a process of making impact on the presumed passive learners with blank or empty heads has given way to a more modern conception of teaching as an attempt to help and facilitate the acquisition of the desired changes in attitude, knowledge, skill, values and ideas. Both the teacher and the learner must be active in the teaching-learning process, because learners tend to learn more from what they do by themselves than what any other person does for them.

We need to recognize fully that it is the teacher who will take responsibility for helping students to achieve valid learning objectives through a combination of roles and duties involving selection of all kinds of appropriate audio-visual materials and arranging for their most effective use (Abimbade, 2014). According to Calton and David (2010), in the school where audio-visual media are available to present needed facts and principles, teachers must be sure that the students use these media as the basis for solving real meaningful problems. Information not put to functional use is easily forgotten. Teachers in this complex age should be able to guide learners to the vast reservoir of audio-visual materials.

#### **The learner**

The learner is very important in the teaching-learning process because without the learner, there is no learning. Henry (2010) pointed out that, unless someone is learning, there is no teaching, just as there is no selling



without customers. Henry went further to define the word “learners” as the pupils or students who individually or collectively comprise the classroom group, i.e., the persons, on whose behalf the educational programme exists or operates. Ogbonnaya (2010) states that the educational psychologists consider the learner to be a living, growing, dynamic and information seeking individual who can be changed by the instruction procedures. This is why the teacher should critically know how the learner grows and develops, including aspects of his personality, hereditary endowments, physiology, home and society affecting the way he learns.

Learning has been defined by the psychologists as a relatively permanent change in behaviour, which results from the interaction (experience) of an individual with his environment. Henry (2010) also defined learning as a relatively permanent acquisition and the use of the newly acquired knowledge or experience in problem solving. This implies that only the study of facts and information cannot constitute learning, until the acquired knowledge is put to use in solving future problem. Learning must bring about permanent changes, which should be in knowledge, in character and in skill before it can be said that useful learning has taken place. For example, a student of computer science who has acquired only the theoretical knowledge of computers without putting it to practice cannot claim to be computer literate.

Modern learning theory no longer focuses on the teacher, on the text books, nor on the units of subject matter or administrative credits, but upon each human learner and his personal needs and goals. The key is how these personal needs and abilities fit individuals to lead satisfying and productive lives. Audio-visual media should be used by teachers to dispense information. This will help the teacher to observe the learning process and to deal with the uniquely personal needs, interest,

abilities, and difficulties of each student. Learning process means whatever people do when they learn. What they do include behaviour that is not directly observable, such as perceiving, thinking, remembering and identifying, as well as behaviour that can be directly observed, such as writing, computing, attending and talking. It is a process that begins at birth and continues throughout life. The learning situation refers to the environment in which the learner finds himself and in which the learning process takes place. This can be classroom, library and such other places.

There is no learning without teaching and teaching may not be without learning. The teacher employs many devices to make teaching-learning process effective. One of such devices is audio-visual material. Audio-visual materials make teaching and learning more concrete, more realistic and more dynamic. Deducing from Ayo (2010), since audio-visual materials supply concrete basis for conceptual thinking, they give rise to meaningful concepts enriched by meaningful association. Learners need to be prepared for experiences, need to obtain directions for performing procedures, need to obtain facts about situations and vivid descriptions of the application of principles. Hence, we turn to audio-visual materials to enhance clarity of communication and increase speed of comprehension. Teachers need to incorporate audio-visual materials in the teaching-learning process to help the students benefit maximally from the learning experience hence the use of audio-visual materials.

#### **Audio-Visual Materials**

Audio-visual materials are popular and effective teaching strategy when combined with lecture and demonstration. Mkpa (2014) sees audio-visual materials as resource materials used in facilitating learning by saving instructor’s time and effort, capturing learner’s interest, promoting effective retention of subject matter learned, keeping students busy and active and



stimulating imagination. Audio-visual materials when properly used, can help to make the message of the teachers more vivid and interesting. They make the participation of the learning in the teaching learning process more fully involved, meaningful and useful.

Audio- visual materials when used intelligently can provide the most effective kind of teaching- learning at all levels of education since certain important aspect of teaching which seems unreal, vague, uninspiring, shadowing and relatively meaningless could be made real and meaningful with audio-visual materials. Allen and Bacon (2014) state that audio-visual materials provide a wide range of variety of musical and dramatic experiences which carry the stimulus mode of sound and picture to the students. Moreover, they have well developed systematic, progressive and applied approaches that carry organized integrated knowledge and experience presented from a source to a large audience (number of students) in order to mitigate educational problems and improve the process of learning. They are useful materials for promoting better planning and scheduling, giving the teacher more time for supervision, guidance, co-ordination and correction of student's work.

In recent years, many new and wonderful audio and visual materials have found their way into the classroom: radio, television, video set, power point, computers, if these are properly used, they can make the teacher's task easier and more effective. A good teacher tries to use a number of these materials to enhance the efficiency and the effectiveness of the teaching and learning. One of such materials is audio-visual materials which both teacher and learners can use to enhance the quality of an instruction. The achievement of educational objectives depends primarily on the knowledge and proper utilization of audio-visual materials. Onyemezie (2014) reveals that audio-visual materials do not achieve any of the attributed values on their own; their

usefulness and impact depends on what the teacher makes out of them. This is why it is absolutely necessary for the teachers to have the knowledge and manipulative skills of using these materials to the fullest, for without the teacher using these materials in the teaching -learning process, the students may find it extremely hard to learn. Audio-visual materials provide a stimulating environment for the child's exploration, developing the sensory skills (tasting, touching, feeling, seeing and smelling) and body co-ordination, and increasing finger and gross motor skills through manipulating objects (Ike, 2013). Learning is most effective when two or more senses are used simultaneously to receive information for example, using vision and hearing to learn something is believed to be more effective than just seeing something. The use of audio-visual materials is an effective method for students to achieve greater knowledge. Audio-visual materials are integrated part of the teaching –learning process. They complement the teacher's use of selected teaching methods by clarifying and simplifying the communication, arousing interest and attention leading to motivation, concrete understanding and enforcement of communicated information (Naidu, 2018).

When audio- visual materials are well selected and skillfully used, they multiply and widen the channel of communication. The audio-visual materials have the ability to expand the sensory, motor and perception skills of young children. When children have a good supply of instructional materials available to them, they interact with these materials and such interactions lead to new discoveries and mastery in solving new problems (Coombs, 2014). Ogunmilade (2016) and Rowtree (2014) gave a comprehensive summary of the importance of audio-visual materials, to them these materials help to share expertise knowledge which reaches a lot of people simultaneously. They allow the students to learn at their own rate and encourage





integrated individual and group learning. They bring before the learners what otherwise could have looked imaginary or farfetched, challenging the sense of creativity and making teaching-learning situation more pleasurable, meaningful and effective.

### **Challenges to the Effective Utilization of Audio-Visual Materials**

The followings are some of the factors militating against the effective utilization of audio-visual materials according to Nwakile (2018).

**Lack of Adequate Time:** It needs a lot of time for the teacher to prepare a lesson to have interactive classroom session. Teachers' valuable time may be lost in gaining familiarity with new equipment. In most cases, the time that is allotted for a subject on the time table might not be enough for the teacher to present his or her content alongside with effective use of the materials which will accept the wholesome delivery of the content. From week to week teachers are occupied, trying to cover their scheme as any time missed cannot be regained. The school time-table is so tight, and each subject is apportioned 35-40 minutes of teaching a course, such range of time does not give room for many illustrations. It takes time to produce your own videos or slides. Films may be difficult to obtain, or it can take time to get permission to use them. Posters and transparencies may require extensive preparation, creating power point presentation can also be time consuming.

**Technical Problems:** A bulb might burn out on your projector, or it might be blurry or hard to focus. When using a power point in presentation, font and colours may show up differently on screen or the music and sound might not play. DVD may be scratched or not compatible with your player.

**Space:** If you choose to use an audio-visual material, the size of the room should be taken into consideration. It is critical that all students are able to see or hear your presentation. If the room is too large for everyone to see

the visual material, or if part of your audience is forced to view the presentation at odd angles, some students will struggle to keep up with your lesson.

**Convenience:** Certain audio-visual materials can be bulky and difficult to transport.

**Unavailability of Audio-Visual Materials:** There are scarcities of audio-visual materials in most institutions. These materials are in poor condition in few institutions where they are available.

**Resistance to Change:** Some teachers have refused to change from the old way of doing things. Using technology in classrooms can be so demanding during the first phase of introduction because students will always need the help of the teachers, this scares many teachers, but in the long run, each student will know what to do; and the teacher's work will be simplified. Also, teachers and schools give so many excuses for not using technology in their education curricular, these excuses include; not having enough computers, not getting enough technical training, then other teachers argue that the process of learning technology and how to integrate it in education takes too much time, also, there are others who feel that technology might replace them, so instead of losing their jobs and old methodology of teaching, they refuse to use technology in education.

**Poor Maintenance Culture:** Some of the materials are fragile and can be easily damaged while in use. Most of these teaching materials are poorly maintained and mishandled by the teachers and school authorities. This leads to inefficiency of the materials. Very many of the teachers use teaching materials occasionally without the proper upkeep of the materials after use for the future reference. Most schools are affected by non-availability of resource rooms for the proper keeping of the audio-visual materials, thereby limiting their use.

**Teachers' Knowledge and Technical Knowhow:** Since educational communication and technology is a fairly new area of importance in education especially in



developing countries like Nigeria, it is a lightly technical field, and to understand how it can affect the teaching and learning situation, one first has to understand the operational functionality of the materials. As much as materials differ in terms of technical components, design and setup, they also differ in terms of functionality. In developing countries today, the whole idea and its implementation is still strange to a larger percentage of the population, even those who know about it know very little of its capabilities and operational functionalities. However, people are becoming aware of the methods of applying audio-visual materials and this has come to mean so much to educational context. Without the teacher who is knowledgeable enough, audio-visual materials cannot create change and progress. Teacher's knowledge has a great impact on the effective application of audio-visual materials, this is because the teacher needs to understand the sequential presentation of the instructional gadgets so as to suit the interests of the learners and their appropriateness with the instructional task. For instance, a teacher who is not computer literate would find it difficult to apply its operation. Even if the teacher has a partial knowledge of the operational function of the materials, the materials might be wrongly used thereby creating a wrong impression for the audience or the student.

**Illegibility of Some Teaching Materials:** Some of the materials are illegible and unclear especially those that are labeled such as diagrams, graphs, charts, etc. As a result, most of the students sitting at the back of the classroom may find it difficult to see the materials very well.

**Inability to Improvise Audio-Visual Materials:** Inability of the students and teachers to improvise audio-visual materials result to poor attitude towards the learning and teaching.

**Language Difficulty:** Most educational media are in English and not in Nigerian languages like Igbo, Yoruba, Hausa, etc.

**Improper Selection of Materials:** Audio-visual materials are not selected according to the classroom needs.

All these factors that militate the effective utilization of audio visual materials in teaching social studies gave light to this study which is based on the investigation of the utilization of audio-visual materials in teaching social studies in Upper Basic schools.

### **Strategies to Improve the Use of Audio-visual Materials**

The strategies to improve the use of audio-visual materials include the following:

Government should provide fund for the buying of the materials.

School authority should help in the provision of audio-visual materials.

The qualified teachers should teach using audio-visual materials.

Supervisors should supervise the teachers in the classroom, making sure that they make use of the materials. Sufficient time should be allotted to different courses, so that the teachers will have enough time to make illustrations using the educational materials.

Most educational media are in English. We should have them in Nigeria Languages- Igbo, Yoruba, Hausa, etc.

The teacher should clearly establish the lesson objective. Be certain of what is to be communicated, gather the necessary data by researching for support material. The teachers must be in constant search for media resources which are available in the immediate environment. Organize the material into an outline or a lesson plan. The plan should include all key points that need to be covered. Select the ideas to be supported with audio-visual materials. The materials should be concentrated on the key points. Materials are often appropriate when



long segments of technical description are necessary, when a point is complex and difficult to put into words, when instructors find themselves forming visual images or when students are puzzled by an explanation or description.

Since materials are normally used in conjunction with a verbal presentation, words on the materials should be kept to a minimum, that is, the materials should not carry too many messages at a time. In many cases, visual symbols and slogans can replace extended use of words. Audio-visual materials should appeal to the students and be based on sound principles of instructional design. The materials should also lead to the desired behavioural or learning objectives and provide appropriate reinforcement. Materials that involve learning a physical skill should guide students towards mastery of the skill or task specified in the lesson objective.

The usefulness of materials can be improved by proper sequencing to build on previous learning. Frequently, good organization and natural patterns of logic dictate the sequence. However, use of standardized materials, including a syllabus is recommended. Sequencing can be emphasized and made clearer by the use of contrasting colours. The effectiveness of materials and the ease of their preparation can be increased by initially planning them in rough – draft form. Revisions and alterations are easier to make at that time than after their completion. The rough draft should be carefully checked for technical accuracy, proper terminology, grammar, spelling, basic balance, clarity and simplicity. Audio-visual materials should also be reviewed to determine whether their use is feasible in the training environment and whether they are appropriate for the students.

Ogunmilade (2016), outlined guidelines for effective use of audio-visual materials: The teacher should involve the students in a variety of learning activities that would require the construction of audio-visual materials such as preparing posters, display boards, models, etc. These

activities encourage the students to design their own learning tools as well as enhance their creativity and resourcefulness.

If possible, provide a workshop which is equipped with simple construction tools, drawing materials, recording equipment, radio, television set, computer, etc. The teacher must receive training in the preparation of materials.

As far as possible, the local material should be used in the preparation of materials.

Materials have no value in the learning process if they cannot be heard or seen. The material should be displayed properly, so that all the students can see it, observe it and can derive maximum benefits from it. The teacher should avoid the temptation to use the material as a crutch. It is least desirable for the teacher to allow the audio-visual materials to take over from the teacher, i.e., do not allow an entire class period to be devoted to the use of the materials.

Use materials that are similar to the original if possible. Give room for questions and answers.

Set your gadgets (equipment, accessories, etc.) fifteen minutes before the lesson starts and test the effective working of the audio-visual materials. If you are not quite sure of how the gadget works, engage the service of a projectionist or technician. Keep the materials safe so that teachers can borrow the material and use. Storage facilities should be provided for long life span of audio-visual materials. It is based on this reason that the researcher seeks to investigate the utilization of audio-visual materials in teaching social studies in Upper Basic schools.

### **Theoretical Framework**

The study anchored on Bandura social learning theory

#### **Bandura's Social Learning Theory**

Bandura (1999) said that social learning theory is a theory developed to account for how people learn by imitating. Albert Bandura is a social learning theorist. It



is Bandura's view that the learner plays a prominent role in cognitively selecting, organizing and transforming stimuli from the environment in which he is found. By social learning, the humans are seen as social animals who through observations of their social world collect large amounts of data or information through which complex and skilled performances are learned.

Sometimes, we learn to do good or bad based on what we have observed others do. If the people around us are liars, we may suddenly turn to be liars, on the other hand, if we are in the midst of responsible people, we may turn to be responsible fellows. This is possible because we imitate those around us and those around us imitate us. Imitation is carried out after observation. According to the Bandura's theory of social learning, it is possible to explain that learning has occurred by acts performed by the observer while observing the model. In this case, learning is said to occur as a result of acts performed by the observer in the course of observing the model.

The observer observes and selects the relevant aspects of the model's acts and puts the selected aspects into practice. The media are sources of information transmission. Media for information transmission include; newspapers, magazines, books, radio, cinema, video films, television, internet, etc. Students come across them and copy one form of behaviour or the other. Children and adults can hear what is said and transmitted over the radio and learn the expression. They also watch computer, video films and television programmes. Both children and adults observe the behaviours of the actors and model them. Children model adult members of the society, do what they do and copy,

#### ***Key Principles of Albert Bandura's Social Learning Theory***

Drawing from the Social Learning Theory, there are four conditions necessary for social learning to take place. They include: attention, retention, production and motivation. In the principle of attention, observers

cannot learn unless they pay attention to what is happening around them. In retention, observers must not only recognise the observed behaviour, but also remember it at some later time.

Furthermore, in the condition of production, observers must be physically and or intellectually capable of producing the act. In many cases the observer possesses the necessary responses. In the principle of motivation, an observer will only act if there are some motivations behind the action. Therefore, the presence of reinforcement or punishment, either to the model or directly to the observer becomes most important here.

#### ***Strengths of Albert Bandura's Social Learning Theory***

One of the key strengths of the Social Learning Theory is the fact that the researchers verified that children copy aggression. This was confirmed in their case study of 1961 (Brown, 2013; Vergara, 2013). These scholars reiterated that the other strength of the Social Learning Theory is that many acts of aggression or tragedies were linked to violent and gruesome television shows. Additionally, that the experiment was rigorous enough to establish cause and effect relationship; that is, watching audio-visual materials shows and act on them. The researcher in the current study believes that the theory easily handles inconsistencies in the child's behaviour. For instance, a child may be reinforced at school for good behaviour and punished at home due to bad behaviour. Similarly, this behaviour is optimistic for it suggests that given the right environment, any behaviour can be changed. According to Weebly (2014), the theory gives an accurate picture of the way behaviours are learned. The researcher in the current study is of the view that this theory offers a way to integrate compound intelligence on children. This actually allows and accounts for cognitive processes and explains a large number of behaviours. The theory is actually easy to understand when applied in a study.

#### **Empirical Studies**



### **Challenges facing the Use of Audio- Visual Materials in Teaching and Learning**

Mikoslav (2014), conducted a study on the challenges of the use of audio-visual aids on the academic sector in rural areas of Bucharest. The study sought to establish whether human resources, instructional materials and financial resources posed a challenge to full utilization of audio-visual materials in schools. The study was guided by three (3) research questions and hypotheses. Descriptive cross-sectional survey design was employed and the data were collected using questionnaires, interview guide, observation, checklist, and documentary analysis. Data were analyzed using simple percentages which were calculated from the frequencies percentages of the data in the tables. The study revealed that there are possible barricades to the full utilization of audio-visual materials which may range from internal efficiency in the schools, human resources deficiency and financial deficiencies.

Nwankwo (2011) carried out a descriptive study on audio- visual materials challenges for teaching and learning in Nigeria among secondary school teachers. Sample size was 180 secondary school teachers. A questionnaire was used to collect data on the challenges that secondary school teachers encounter while using audio-visual materials. He noted that teaching staff of private secondary schools in Nigeria were favorably disposed to the use of the computer. Most of them are familiar with the use of audio-visual materials, but they lacked enthusiasm towards integrating audio-visual materials into teaching and learning. Secondary schools lack adequate facilities to implement the integration of audio-visual materials into teaching and learning process. Teaching staff and students of the secondary schools are not adequately prepared for the use of audio-visual materials in teaching and learning. The present study is similar with the above in terms of design and instrument of the study but differs in terms of scope and

subject area but in all, both studies shed light on the barriers to effective utilization of audio-visual materials for the full accomplishment of the mission and vision of education in Nigeria.

### **Possible Solutions to the Challenges of using Audio-Visual Materials in Teaching and Learning Social Studies**

Medayese (2015) carried out a study on the solution to the problems of usage of instructional materials in teaching at the secondary schools in Athens, Greece. The population of the study consisted of all teachers and students in schools within the study area, from which 400 students and 20 teachers were sampled. A 25-item questionnaire structured in 4 points rating scale was used to collect data from respondents. The data for the study were analyzed using frequencies and percentages. Findings of the study revealed that the use of instructional materials by teachers was minimal and could be maximized through proper teachings , government provision of ICT materials and so on. This study is also of importance to the present study which seeks to determine the extent to which the challenges of utilizing audio visual materials in teaching and learning can be minimized for possible improvement in academic performance.

Suleiman (2013) carried out a study on resolution of the challenges facing the availability and utilization of instructional materials for teaching and learning Agricultural Science in Secondary Schools in Yaounde, Cameroun. The population of the study comprised 5, 615 respondents from which 744 were sampled through stratified random sampling technique. A 110 item questionnaire structured in 4 and 5 points rating scales was used in gathering data from respondents. The data for the study was analyzed using mean, standard deviation and t-test. Findings of the study revealed that instructional materials can be provided through the following measures –communities support, the





government can also make provision for instructional materials; private individuals can also make effort towards the provision of instructional materials as well as Alumni and professional bodies.

Ani (2010) carried out a study on facing the challenges confronting adequacy and utilization of tools and equipment for the teaching of radio and television and electronics trade in technical colleges in Enugu State. The population of the study comprised 146 respondents. No sample was taken for the study. A 129 item questionnaire structured in 4 points rating scale was used in collecting data from respondents. The data for the study were analyzed using mean, standard deviation and t-test.

## **METHODOLOGY**

### **Research Design**

The researcher adopted descriptive survey research design for the study. A representative sample of the population was drawn from the entire population. This design is suitable for this study because it involves the collection of data from a representative of the population using the questionnaire as the research instrument and it also finds out the opinion of the respondents on the issue.

### **Area of the Study**

This study was conducted in Udi Education Zone, Enugu State. The education zone consist of two local government areas namely; Ezeagu with 29 secondary schools and Udi with 25 secondary schools. These bring the total number of secondary schools in the Education Zone to 54 secondary schools (Statistical Unit of Post Primary School Management Board, Enugu, 2019 & 2020). There are a lot of public secondary schools in Udi Education zone and there is high rate of failure in Upper Basic examination attributed to non-usage and inadequacy of audio-visual materials in teaching the students in this education zone, hence the reason for the choice of the zone for this study.

### **Population of the Study**

The population for this study comprises all teachers of Social Studies in the fifty-four (54) public secondary schools in Udi Education Zone of Enugu State. The population of teachers of Social Studies is ninety-four (94); 28 male teachers and 66 female teachers.

### **Sample and Sampling Techniques**

The study used the entire 94 Social Studies teachers in the fifty-four (54) government owned secondary schools in Udi Education Zone of Enugu State. Since all the teachers were included in the study, there was no sampling procedure.

### **Instrument for Data Collection**

The instruments for data collection were checklist and a structured questionnaire titled “Availability and Utilization of Audio-Visual Materials in Teaching Social Studies” (AUAMTS). The questionnaire was developed by the researcher and has two sections, A and B Section. Section A deals with the demographic information of the respondents while section B contained items designed to generate data to address the research objectives and hypotheses. There were three subscales in section B namely; extent of utilization of audio-visual aids (10 items), challenges in the use of audio-visual aids (10 items) and strategies to improve the use of aids (10 items). The questionnaire was drawn strictly based on literature search on the audio-visual aids.

### **Method of Data Collection**

The researcher, with the help of some research assistants administered the questionnaire and the checklist to the respondents. The researcher enlightened the research assistants about the purpose of the study and how she wanted them to approach the respondents. Each respondent was given a copy of the questionnaire which was collected after two weeks interval. The data collection lasted for one month. Ninety-four (94) copies of questionnaires and checklist were administered and returned. This gave a 100% return rate.

### **Method of Data Analysis**



Data obtained were collated and subjected to descriptive statistics (for research questions) and inferential statistics (for hypotheses). The research questions were analyzed using frequency, percentages, mean and standard deviation. The hypotheses were also analyzed using independent sample t-test. Data were presented in tables.

### PRESENTAION OF DATA AND RESULTS

The results of data analysis are presented in this section. The results are presented in tables according to the objectives and hypotheses that guided the study.

Table 1: *Challenges in the Utilization of Audio-Visual Materials*

S/NO	ITEMS	Mean ( $\bar{X}$ )	Standard deviation	Decision
1	There are improper management and maintenance of audio-visual materials	2.51	1.20	Accepted
2	Inadequate time for the usage of audio-visual materials	3.48	1.18	Accepted
3	Social studies curriculum is not available to the use of audio-visual materials	2.54	1.22	Accepted
4	There is high cost of audio-visual resources	2.52	1.20	Accepted
5	Technophobia: the users are not comfortable with technology	4.15	1.21	Accepted
6	There is inadequate infrastructure to support the use of audio-visual materials	4.37	1.26	Accepted
7	There is epileptic power supply	3.87	1.19	Accepted
8	Language difficulty	1.13	1.12	Rejected
9	Lack of technical know-how in its use	3.02	1.23	Accepted
10	There is poor funding which hampers the purchase of audio-visual resources.	2.58	1.12	Accepted
	<b>Grand Mean</b>	2.99	1.16	Accepted

### Decision Rule

The benchmark for the percentage is 50% therefore any item that scored above 50% was considered available. For the mean, values higher than 2.5 were accepted while below 2.5 was rejected. For the hypothesis, value higher than 0.05 was considered statistically significant and accepted while less than 0.05 was rejected.

### Research Question One: What are the challenges in the utilization of audio- visual materials in teaching Social Studies?



Table 1 shows the challenges in the utilization of audio-visual materials in teaching Social Studies. The grand mean of 2.99 was obtained which is above the bench mark of 2.50 for decision taking. Hence, the listed items pose a challenge to the full utilization of audio-visual

materials for teaching Social Studies in secondary schools. However, the mean of item 8 (1.13) shows that language difficulty is not a challenge to the full utilization of audio-visual materials in secondary schools in Udi education zone.

**Research Question Two: What are the possible solutions to the challenges of utilizing audio- visual materials in teaching Social Studies?**

Table 2: *Solutions to the Challenges of Utilizing Audio-Visual Materials*

S/NO	ITEMS	Mean ( $\bar{X}$ )	Standard deviation	Decision
1	The schools should be funded adequately for appropriate acquisition of Audio-visual materials.	2.75	1.21	Accepted
2	There should be in-house training for social studies teachers.	2.78	1.16	Accepted
3	Locally produced resources should be encouraged.	2.67	1.26	Accepted
4	Schools should be given orientation in order to educate them on the importance and availability of audio-visual materials	3.76	1.22	Accepted
5	Audio-visual materials should be properly maintained in order to optimize its use.	2.25	1.20	Rejected
6	Adequate power supply should be provided	3.31	1.21	Accepted
7	Government should provide adequate manpower resources to schools	1.22	1.14	Rejected
8	Schools should incorporate fundraising to develop, support or extend audio-visual services	2.58	1.26	Accepted
9	Students and teachers should culture the attitude of improvisation	2.56	1.16	Accepted
10	Supervisors should supervise the teachers in the classroom, making sure that they make use of the materials.	2.42	1.20	Rejected
	<b>Grand mean</b>	2.63	1.24	Accepted

Table 2 establishes the possible solutions to the challenges in the utilization of audio- visual materials in teaching Social Studies. The grand mean of 2.63 was

obtained which is above the bench mark of 2.50 for decision taking. Hence, the listed items are possible solutions to the challenges of utilizing of audio-visual



materials for teaching social studies in secondary schools. However, the mean of item 5 (2.25), item 7(1.22) and item 10(2.042) shows that the respondents rejected the solutions enlisted.

**Hypotheses**

Table 3: significant difference in the mean rating of male and female teachers on the degree of challenges encountered in the utilization of audio-visual materials in the teaching of social studies.

Variables	No	$\bar{X}$	SD	Df	t-cal	t-crit	P>0.05
Male	28	27.03	5.89	92	22.12	1.96	Significant
Female	66	14.56	4.63				

Note: table value = 1.96 at 0.05 significant level.

In summary, the t-calculated value for the entire items as presented in Table 7, was 22.12. This value was greater than the t-critical 1.96 (df 425; P> 0.05), thus resulting in the decision to reject the null hypotheses. Therefore, there was a significant difference in the mean response of male and female teachers on the degree of challenges encountered in the utilization of audio-visual materials in the teaching of social studies.

**Hypothesis One:** *There is no significant difference in the mean rating of male and female teachers on the degree of challenges encountered in the utilization of audio-visual materials in the teaching of social studies.*

**Hypothesis Two:** *There is no significant difference in the mean rating of male and female teachers on the possible solutions to the challenges of utilizing audio-visual materials in the teaching of social studies.*

Table 4: significant difference in the mean rating of male and female teachers on the possible solutions to the challenges of utilizing audio-visual materials in the teaching of social studies

Variables	No	$\bar{X}$	SD	Df	t-cal	t-crit	P>0.05
Male	28	51.96	4.06	92	13.84	1.96	Significant
Female	66	39.33	8.89				

Note: table value = 1.96 at 0.05 significant level.

In summary, Table 8 also shows a calculated t-value of 13.84 with a critical t-value of 1.96 at 0.05 level of significance. The t-calculated was greater than the t-critical indicating that the t-test was significant. The hypothesis that there is no significant difference in the mean rating of male and female teachers on the possible solutions to the challenges of utilizing audio-visual materials in the teaching of Social Studies was rejected. Therefore, there was a significant difference between their mean ratings with respect to the possible solutions.

**Discussion of Major Findings**

**Challenges Associated with the Utilization of Audio-Visual Materials**

Findings of this study revealed the major challenges encountered by the teachers in the use of audio-visual materials. They include the following: Lack of adequate fund, difficulty in the operation of the audio-visual aids, lack of storage facilities, inadequate time, lack of interest and awareness on the part of school authorities and inability of some teachers to improvise the audio-visual



materials. The finding shows that all the teachers have knowledge of the challenges associated with the utilization of audio-visual materials. The finding also reveals that improper use of the audio-visual aids makes teaching less motivated and that inability of some teachers to improvise is as a result of their poor attitude towards improvisation.

These findings are in line with that of Vivian (2010), who highlighted the following as problems hindering the effective use of audio-visual aids: lack of skills by the teachers, lack of funds, interest and awareness on the part of school authorities. The finding also agreed with the work of Arinze and Ezechi (2012) which pointed out that lack of skilled personnel, inadequate fund and electricity are some of the problems that affect the effective use of teaching aids. In another similar study, Okpala (2012) holds the view that high cost of PowerPoint, computer, video set and television constitute problems to an effective use of audio-visual aids in secondary schools.

#### **Strategies to Overcome the Challenges Associated with the Utilization of Audio-Visual Materials**

It is evident from the findings that all the teachers agreed that there are strategies to be adopted to resolve the challenges hindering the effective use of audio-visual materials in secondary schools. They include: organizing seminars, workshops and conferences for serving teachers and specialists in educational technology where teachers will be taught management, installation, maintenance and repair of some of the audio-visual aids. Provision of funds by the governments and school authorities for the purchasing of audio-visual materials, Allowing the qualified educators to teach in secondary schools using audio-visual materials. Supervising the teachers in the classroom, making sure they make use of audio-visual materials and repairing and replacing damaged tools /educational media. Other strategies to resolve the problems hindering an effective use of audio-visual materials according to the findings of this study

include: instructing and assisting the users in the selection, use and design of materials and rehearsal of presentation and also allowing the students to see or touch the audio-visual materials. This finding, however, indicates that the teachers have the remedy for effective utilization of audio-visual materials. Therefore, teachers should be encouraged to select course materials and to determine which teaching materials are best suited to particular levels of students.

The findings of this study are in agreement with the view of Adeoye (2011) who advocated that government and all the stake holders should provide adequate funds for the procurement of audio-visual materials and technical assistance in the secondary schools for effective use of audio-visual materials for effective teaching and learning. In a similar investigation, Windschitt (2012) holds the view that organizing regular seminars, workshops and refresher courses for teachers in secondary schools will go a long way in keeping the teachers abreast of the use and maintenance of audio-visual materials in teaching and learning process. In addition, teachers should improvise materials for teaching and learning.

Virleen (2010) pointed out that distinctiveness in VARK learning model can consent to fabricate teaching materials i.e. software for multimedia programs footed on VARK model of learning for dynamic and productive teaching and learning.

#### **Conclusion**

The main question that this study endeavored to find was an answer to what challenges faced teachers and students the in use of audio-visual materials. Based on the findings of the study, the following conclusions were made;

The key challenge encountered by the teachers in the use of audio-visual aids was lack of funds to provide and maintain the audio-visual aids. This was followed by the fact that they are too difficult to operate. The least was





non-availability of resource rooms for proper keeping of audio-visual aids, others were of the opinion that use of audio-visual aids consumes a lot of time.

Provision of funds for the purchase of audio-visual aids, training the teachers on how to use the audio visual materials, allowing the students to see or touch audio visual aids during teaching and learning, improvisation of audio-visual aids by the teachers and students, governments supervising the teachers to ensure proper use of teaching materials and repair and immediate replacement of damaged tools /educational media were some of the strategies that will enhance the use of audio-visual aids.

### Recommendations

The following recommendations were made based on the findings of the study:

1. Adequate Funds should be provided by the state and federal Ministries of Education for the purchase of more audio-visual materials. The teachers should also be supervised for proper and effective use of audio-visual materials.
2. Creative and resourceful teachers should improvise equipment and materials to improve learning. Students should also be involved in the improvisation and use of audio-visual materials as they learn more from what they do.
3. Finally, the government, school administration and Ministry of Education should provide regular power supply in secondary schools in order to power audio-visual materials like computers, educational television, video set. This will go a long way to improve teaching and learning in schools.

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