



## AN EXAMINATION OF THE AVAILABILITY AND 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 is on the availability and utilization of audio-visual materials in teaching social studies in upper basic schools in Udi education zone, Enugu state, Nigeria. The specific objectives were to determine the available audio-visual materials for teaching social studies and to find out the extent to which teachers utilize 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 findings revealed that projected opaque materials, mobile phones/ipads, Computer and youtube were the only audio visual materials available even though not adequate for teaching social studies in Upper basic schools, it also indicated that the teachers were teaching with old audio-visual aids like charts, posters, newspapers and display boards instead of teaching with modern audio-visual aids like computer, power point, video set and television, it further established that the governments do not provide audio visual aids on a regular basis to the schools, the findings also revealed that inability of the students, teachers and government to improvise audio-visual aids resulted to poor attitude towards teaching and learning it finally show that the key benefit of audio-visual aids was to improve teaching and learning. The researchers, among other things recommended that ministry of Education should organize In-service training, seminars, workshops and conferences on installation, utilization and maintenance of audio-visual materials on regular basis for the teachers and students. This will have great effect of reforming teaching and learning process in our Secondary schools and that teachers should make sure that the audio-visual materials used are well selected and properly integrated to fit into a particular lesson in order to achieve the set goal.*

**Keywords:** Availability, Utilization, Audio-visual materials, Teaching, Social studies, Upper basic schools

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## **Introduction**

Education is the transmission of values and the accumulation of knowledge of the society. It is designed to guide students in learning culture, moulding their behaviour into adulthood and directing them towards eventual role in the society. Education is a process meant to help students become useful members of the society and also to help them develop and appreciate their cultural heritage and live more satisfying lives. One of the objectives of education is to organize, accelerate and to direct the process of learning in order to produce individuals who will contribute to the development of the society (FRN, 2014). The task of teachers is by no means easy as it involves someone who has basic ideas, knowledge, information or experiences trying to share what he or she has with someone else who does not have a similar experience. It is a communication task which requires the teacher to use every available means to convince the learners to buy his or her ideas or accept the message. It is not enough for the teacher to give information. When education was introduced in Nigeria in the past, chalkboards, charts, pictures and some concrete objects were only used as visual materials. Nonetheless, with the recent developments in the education system, materials like televisions, computers, and projectors are now being used in the schools. Audio-visual materials are very crucial to the proper implementation of any curriculum used in the education process (Eze, Ani & Eya, 2007).

The impact and importance of audio-visual materials in the teaching of several subjects in schools cannot be overemphasized due to the fact that for every academic delivery to be effective, cognizance should be taken of the present day educational technology and techniques which will result to an improved way of teaching-learning process. The teacher as a transmitter of knowledge has to improve in his/her usage of audio-

visual material to be in line with the current trend. He or she cannot remain static in a world that is constantly changing educationally and technologically, he or she should familiarize him or herself with the innovations that abound in his or her profession so as to cope with up-coming challenges. This is because one way of ensuring that the learner is being carried along in the process of teaching and learning is by the provision and utilization of audio-visual materials in teaching. When teaching is appropriately done with appropriate audio-visual materials, it has a direct impact on students' achievements since their interests in learning are stimulated (Abbatte & McMahon, 2012).

As such, every teacher must support what he or she says with educational media that appeal to the learners' sensory experience so that learning may be effective. Educational media are obviously indispensable tools in the hands of teachers who would want to exhibit knowledge ability and effectiveness in their lesson delivery. Broadly, the educational media may be classified into four major groups, namely; visual materials consisting of projected and non-projected materials, audio materials, audio-visual materials, and lastly, the individualized learning and interactive materials. The visual materials are those that readily appeal to the sense of sight. They quickly create visual impression any moment they are presented in the class (Percival & Ellington, 2018).

Social Studies is given a core status and made a compulsory subject for all students in Upper Basic in Nigerian educational system. This is because of its relevance in enabling citizens acquire skills, knowledge, positive attitudes and values with which they will use to explore their environment so as to have a comfortable and fulfilled life (Olayinka, 2016). To enable the acquisition of skills, positive attitudes, values and knowledge and development of self-confidence and self-



actualization of the younger generation as envisaged by the FRN (2014). This is in line with the objectives of teaching Social Studies in Upper Basic schools in Nigeria. The use of audio-visual materials becomes necessary and a needed tool which cannot be over emphasized. According to Talabi (2014), the subject social studies as a discipline in the Nigerian school curriculum has got few textbooks on it with some marked specifications of teaching materials for illustrations. In some cases, directives and exercises for students as well as for teachers are not given, while in few cases such exercises and instructional guides are not given at all. This quite often than not lead to the learning of just some specified concepts in an integrated curriculum. Many teachers hold the notion that Social Studies is a simple subject that requires little if any, preparation. To them, teaching social studies involves merely talking to students about a given topic as may be taken from textbooks or a mere look at some picture (Talabi, 2014). This is sometimes followed by some discussions and students may ask questions afterwards, about what they have learnt. They may draw pictures of what has been discussed and that is all.

Audio-visual materials could be defined as the wide variety of equipment and materials used for teaching and learning by teachers and students (Okechukwu, 2010). They are instructional materials by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretation and appreciations.

The evolution of audio- visual has made it very possible for learners to become more involved in their work. With audio-visual technologies, they can create audio-visual applications as part of their project requirements. This would make them active participant in their own learning process, instead of just being passive learners of the educational content. Audio- visual materials in Education have been extremely effective in teaching

individuals a wide range of subjects. Audio- visual materials are gradually changing the way we communicate with each other. The way we send and receive messages is more effectively done and better comprehended. While a lesson can be extremely informative, the one that integrates pictures or video images can help an individual learn and retain information more effectively.

In Social Studies, audio-visual materials encourage the pupils to think critically and reflectively about their lives and their surroundings. This helps to build up the students' self- esteem and confidence. In addition, audio-visual materials arouse the students' interest on the subject. We all know that interest motivates learning. Teachers of Social Studies should make effective utilization of audio-visual materials as they make teaching more meaningful, interesting and more permanent. The extent teachers make use of audio-visual materials in the teaching of Social Studies is not known. Therefore, the need arises for a determination of the extent teachers use audio-visual materials in teaching Social Studies at the Upper Basic Schools (JSS).

There is pleasure in teaching when audio-visual materials are used and intended results are realized. They make what would have been an abstract idea concrete and brighten what would have been a dull lesson. When audio-visual materials are used, the lessons are always interesting and highly enjoyed by the students. This carries success with it and creates a lasting impression in the students. Moreover, educational system especially at secondary level faces some problems which range from high rate of illiteracy, school dropout, poor teaching and learning environments, lack of educational facilities, poor maintenance and insecurity of teaching equipment (if any), to poor planning, lack of finance, lack of regular supervision and monitoring, poor curriculum implementation, lack of instructional materials to



mention but a few. The attempts at solving these problems lead to the use of audio-visual materials. The use of audio-visual materials is based on the principle that teaching can be greatly improved by these resources because they can make learning memorable and help to achieve the desired instructional objectives (Adjai 2015). The question is; are these audio-visual materials readily utilized in today's educational system?

### Statement of the Problem

The academic performance of the students in Social Studies in the Basic Education Certificate Examination conducted by Examination Development Centre of Enugu in the years 2015 to 2018 showed a poor academic performance. The observed poor academic performance when juxtaposed with the perceived high standard of interest in Social Studies leaves one with the impression that the objectives of teaching the subject will not be achieved if the trend continues. These consistent students' poor performance in Social Studies in public examinations has given a lot of concern to educators, curriculum planners and students themselves. So many factors have been attributed to causing this menace such as poor teaching methods, lack of instructional materials, lack of qualified teachers and so on.

The use of audio- visual materials for effective teaching and learning suffer in the hands of uninterested teachers and educational policy makers, who fail to recognize the importance of the use of audio- visual materials in teaching and learning especially in the area of Social Studies. This means that students can perform better whenever they are taught with these audio-visual materials, as their comprehension and demonstration and cooperation are expected to enhance tremendously in teaching-learning process. Unfortunately, most of the audio-visual materials in teaching social studies are not available and the few available ones are not adequate. Furthermore, most teachers do not utilize the few available ones maybe because of lack of technical know-

how. Generally, failure to use audio- visual materials in teaching and learning results in lack of interests among the students. This affects the academic performance of the students. In the light of this, the current study seeks to determine the availability and utilization of audio-visual materials in teaching Social Studies in Upper Basic Schools in Udi Education Zone, Enugu State, Nigeria

### Objectives of the study

1. Determine the available audio- visual materials for teaching social studies.
2. Find out the extent to which teachers utilize audio- visual materials in teaching social studies

### Research Questions

The following research questions guided the study:

1. What are the audio- visual materials available for the teaching of Social Studies in Udi Education zone of Enugu State, Nigeria?
2. To what extent do teachers utilize audio- visual materials in teaching Social Studies?

### Hypotheses

The following null hypotheses guided the study and they were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of male and female teachers on the availability 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 extent to which teachers utilize audio- visual materials in the teaching of Social Studies

## REVIEW OF RELATED LITERATURE

### Social Studies

The concept of Social Studies has been defined in different ways by different scholars 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.

At the elementary level, Social Studies generally focus first on the local community and family. By middle and high school, the social studies curriculum becomes more discipline based and content specific. Social Studies vary greatly as a subject between countries and curricula and are not synonymous with sociology or social science; some courses borrow heavily from the social and Political Science, whereas others are created independently for schools. In contrast with Sociology, Social Studies courses often consist of a general and opinion-led discussion of topics without reference to academic theorists or research.

Social Studies is one of the core and compulsory subjects at the Upper Basic schools (JSS) level in the Nigerian educational system (Federal Republic of Nigeria, 2014). As a core subject, it should be able to inculcate basic values necessary for societal development. For this to be achieved there must be effective instructional programme that will ginger or stimulate the action of students to learn.

Bozimo and Ikwumelu (2008) defined Social Studies as a formalized, correlated or integrated study of man and his environment, which involves the learner with the cognition, skills, values, attitudes, and competences that will enable him become an informed, rational, analytical, participative and functional citizen. Social Studies could be seen as a programme of study in our school which is used to inculcate in the learner the knowledge, skills, attitude and action considered important in human relationship in the society (Nwaubani, 2018).

Lawton and Dufour (2011) defined Social Studies as any course, which is concerned with man as a social being and with the way he organizes society. This will include the social, cultural, economic, political, historical and geographical aspect of society. This shows that Social Studies enables young people to have a general understanding of all the disciplines of Social Sciences. Engle (2013) stress that Social Studies could be seen as discipline which deals directly with social ideas and problems as these occur to the average citizen.

### **Teaching and Learning Process**

Bryne (2015) defined teaching- learning process as a means through which the teacher the learner, the curriculum and other variables are organized in a systematic manner to attain pre-determined goals and objectives. It is a means whereby society trains its young ones in a selected environment to adjust themselves to the world in which they live. So, the acquisition of knowledge, skills etc. which enables us to adjust ourselves in effective manner to the environment may be material to be the aim of teaching-learning process.

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

### **Audio- Visual Materials**

The audio-visual materials are like “weapons” in the hands of a teacher which play important roles in teaching-learning process. They enable teachers to teach more readily. Obviously, children will understand more easily if the teacher uses a model or a picture of something, than if he or she relies solely on a verbal description of it. Audio-visual materials are educational resources which a teacher employs to facilitate teaching-learning process. These resources are those things that can be manipulated, seen, heard or talked about together with the instruments which facilitate such activities.



They are channels through which messages, information, ideas and knowledge are conveyed and disseminated.

Ofoefuna (2016) stated that audio- visual material is a device or instrument which is carefully and deliberately employed by the teacher in the teaching and learning process to convey meaning and facilitate effective teaching and proper understanding. Chuba (2010) added that audio-visual materials are the educational resources a teacher uses to explain the topic/ content to the learners so that they should be able to comprehend the topic. Audio-visual materials can also be referred to as those tools, gadgets, devices, equipment or machines which a teacher tends to use to supplement his or her effort and enhances effective learning. According to Awuwolaye (2010), audio-visual materials are those objects that when judiciously utilized, would enhance meaningful learning. They are employed by the teacher to supplement oral explanation and descriptions so as to make the lesson a reality. Ofoefuna (2016) defined audio-visual materials as those concrete objects, pictures, or man- made models that a teacher can use in the process of presenting his views to a class or group of people in an attempt to make such views more meaningful and interesting to people.

This concept has been described by various authors with many terms, thus, the terms audio-visual materials or media, instructional materials, teaching materials, curriculum materials, teaching- learning materials, instructional resources, audio-visual communication, communication technology, are used interchangeably to describe all the material devices, equipment, etc. which a teacher adopts to pass across information effectively to the learners so that they receive, comprehend, retain and apply the knowledge acquired to attain the educational objectives. Earlier, the term used was audio-visual materials in education, with the advancement in the communication and technology, educators coined new terms. The use of new terms; ‘educational technology’

or ‘instructional technology’ is primarily due to the dynamic expansion of programmed learning, computer assisted instruction on educational television. This revolution in the field of audio-visual education is the outcome of the development in electronics, notably those involving the radio tape recorder and computer.

#### **Classifications of Audio-Visual Materials**

Ogwa (2018) classified audio-visual materials according to their senses of appeal. Those that appeal to the sense of hearing are classified as audio materials, e.g. radio, tape recorder, record player, ear phones, etc. Those that appeal to the sense of sight are classified as visual materials. The visual materials are further classified based on their mode of operation; namely, projected and non-projected visual materials. The projected visual materials are employed with the use of a projector which enlarges materials for a class or a target group to use during a class session. Examples of projected visual materials are power point, over - head projector, opaque projector, film strips, etc. The non-projected visual materials do not use projector. They include: Graphic materials, 3-dimensional materials, 2-dimensional materials etc. The audio-visual materials appeal to the senses of hearing and sight at the same time, they include the videos, television, computers, etc.

Audio-visual materials can also be classified as big media and little media. Big media include computer, television, etc. little media include radio, film strips, graphic materials, audio-cassettes, etc.

There are a variety of audio-visual materials that can be used in the classroom. They include television, video set, computer, etc.

#### **Utilization of Audio- Visual Materials in Teaching and Learning Social Studies**

Utilization refers to process of using an object for a purpose. According to Hornby (2011) utilization is the process of using something or materials for practical purposes. It refers to the act of using objects, events or



substances in improving a situation or practice. Amalu (2015) defines utilization as the process of using objects to improve educational practice. Utilization of audio-visual materials in teaching then refers to the process of using audio-visual materials in improving the practice of teaching. It could be seen as the process of using audio-visual materials in improving teaching and learning. According to Ajayi (2018), utilization of audio-visual materials, involves various method which include systematized feedback system, computer-based operation/network, video conferencing and audio conferencing, internet/ worldwide websites and computer assisted instruction.

Audio-visual materials utilization is the presentation and distribution of instructional content through technology devices to support learning and communication (Yusuf, 2015). Observation has shown that there are no functional audio-visual facilities in most of the secondary schools (Ekundayo, 2019). This appears to hinder the extent of teachers' exposure to the use of audio-visual materials in teaching. Teachers' inability to apply audio-visual materials in teaching school subjects in our secondary schools is one of the problems militating against effective implementation of secondary education curriculum. Majority of secondary school teachers do not use computers while teaching their lessons.

Utilization of audio- visual materials in teaching enhances mental development among students. According to Shavinina (2011) the crux of audio-visual materials consists just in the development of human mental resources which allow people to both successfully apply the existing knowledge and produce new knowledge. In a global economy that is technology driven where almost every human activity is computer based, application for jobs, admissions, checking of results, buying and selling and even banking are now done online, the Nigerian student should be acquainted

with audio-visual materials to enable him cope in the society after school. Apple Computer (2012) states that students who use audio-visual materials gain deeper understanding of complex topics and concepts and are more likely to recall information and use it to solve problems outside the classroom. Most employers of labour today make the acquisition of audio-visual material skills as a prerequisite for employment in their establishments. Various establishments, institutions and organizations find it expedient to train and retrain their staff to acquire or improve on their audio-visual materials knowledge and usage of audio-visual materials facilities (Adomi & Kpangban, 2010). Summarizing the usefulness of audio- visual materials in teaching and learning process, Yusuf (2015) identified six ways through which audio-visual materials can enhance teaching viz:

1. It transforms teaching and helps teachers to be more effective and hence, it promotes teachers' enthusiasm in teaching.
2. It can assist in the organization and structure of the instruction and instructional materials, thereby promoting a rethink and revision of curriculum and instructional strategies.
3. It increases teachers' emphasis on individualized instruction as it allows them to spend more time with individual students with less time for teaching to the whole class thereby involving students to carry out more independent work
4. It provides a multi-media presence in the classroom as it affords teachers the opportunity to experiment with emerging technologies, thereby facilitating the provision of interesting and creative presentation of content.
5. It provides increased opportunities for teachers to collaborate and network with colleagues on



the one hand and with parents and the outside world on the other hand.

6. It provides more time and resources for teachers (subject master in particular) to advice students.

#### **Factors that Militate against Effective Utilization of Audio-Visual Materials**

According to Nwakile (2018), factors obstructing the effective use of audio- visual materials in education are but not limited to the followings;

**Inadequate Supply of Electricity:** In areas where electricity is not available, it is not feasible to use audio-visual materials that require electricity.

Most of the projectors cannot work without electric current and so the non-availability of electricity is creating a hurdle in the proper use of audio-visual materials.

**Lack of Adequate Funds:** Most schools cannot afford consistent excursion, procurement and maintenance of audio-visual materials, most of these materials can be expensive. Slides, videos and films can cost money unless borrowed from a library. Due to budget constraints, some schools may not have enough audio-visual equipment for every classroom, and availability could be limited. This makes it difficult for students to grab some abstract concepts in teaching and learning process.

There are sophisticated teaching materials that can make learning easier and faster such as computer material programmes but lack of funds has effects on its importation and use in schools. This factor seems to be the handicap why most educational institutions are unable to acquire relevant teaching equipment and material. In line with this, students and teachers will lack the opportunity to learn and use new techniques in the field.

**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.

#### **Theoretical Framework**

The study anchored on Fleming's Visual Auditory Kinaesthetic (VAK) Theory

#### **Fleming's Visual Auditory Kinaesthetic (VAK) Theory**

This theory was propounded by Neil Fleming in 2001. The VAK learning style uses the three main sensory receivers: Visual, Auditory, and Kinesthetic (movement) to determine the dominant learning style. It is sometimes known as VAKT (Visual, Auditory, Kinesthetic, & Tactile). It is based on *modalities*—channels by which human expression can take place and is composed of a combination of perception and memory.

VAK is derived from the accelerated learning world and seems to be about the most popular model nowadays due to its simplicity. While the research has shown a connection with modalities and learning styles (University of Pennsylvania, 2009), the research has so far been unable to prove that using one's learning style provides the best means for learning a task or subject. This is probably because it is more of a *preference*, rather than a *style*. Learners use all three modalities to receive and learn new information and experiences. However, according to the VAK or modality theory, one or two of these receiving styles is normally dominant. This dominant style defines the best way for a person to learn new information by filtering what is to be learned. This style may not always to be the same for some tasks. The learner may prefer one style of learning for one task, and a combination of others for a different task.

Classically, our learning style is forced upon us through life like this: In grades kindergarten to third, new information is presented to us kinesthetically; grades 4 to 8 are visually presented; while grades 9 to college and on into the business environment, information is presented to us mostly through auditory means, such as



lectures. According to the VAK theorists, we need to present information using all three styles. This allows all learners the opportunity to become involved, no matter what their preferred style may be.

While there is some evidence for modality specific strengths and weaknesses (Rourke, 2012), what has not been established is matching the instructional style to individual learning strength improves their learning abilities. For example, Constantinidou and Baker, (2012) found that visual presentation through the use of pictures was advantageous for all adults, irrespective of a high or low learning-style preference for visual images. Indeed, it was especially advantageous for those with a strong preference for verbal processing.

#### **Hints for Recognizing and Implementing the Three VAK Styles**

**Auditory learners** often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They often do better talk to a colleague or a tape recorder and hearing what was said. To integrate this style into the learning environment:

Begin new material with a brief explanation of what is coming. Conclude with a summary of what has been covered. This is the old adage of “tell them what they are going to learn, teach them, and tell them what they have learned.”

Use the Socratic method of lecturing by questioning learners to draw as much information from them as possible and then fill in the gaps with your own expertise. Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities. This allows them to make connections of what they learned and how it applies to their situation.

**Have the learners verbalize the questions.**

**Develop an internal dialogue between yourself and the learners.**

**Visual learners** have two sub-channels—*linguistic* and *spatial*. Learners who are *visual-linguistic* like to learn through written language, such as reading and writing tasks. They remember what has been written down, even if they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are *visual-spatial* usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. They easily visualize faces and places by using their imagination and seldom get lost in new surroundings.

**Kinesthetic learners** do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on the details (get the big picture first). They typically use color high lighters and take notes by drawing pictures, diagrams, or doodling.

Relating to the study, it could be said that learning styles should focus more on the sensory input and output rather than a response to the situation thereby improving an individual's learning process and development. This can be done through the introduction of audio-visual aids into the learning environment. Also, this Model will let teachers select appropriate teaching-learning material and to adopt various style and strategies according to the learning preference of an individual or a group. This model is regarded as a famous mode of learning due to its simplicity and effectiveness in consistent with its pedagogical implications. Identification of style aids in an effective and systemic mode of learning. According to the theory, one or two styles are usually striking which filter what is needed to be learnt. If one has a developed and more matured sense he/she can have a mixture of



distinctive leaning styles. It promotes learners to attain process and retain new information as a learning process. Teachers can interact with learners through these individual modes. He can effectively teach them keeping in view their preferred style of learning. Finally, it is an admitted fact that everyone can't learn and remember in the same fashion so it's up to teacher to be full of tricks and strategies to assist his learners in befitting manners. 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.

### **Empirical Studies**

#### **Availability of Audio- Visual Materials to Teachers of Social Studies**

Javier (2015) carried out a study on availability of audio-visual materials for teaching and learning in high schools in Buenos Aires, Argentina. Descriptive survey research design was adopted for this study. The population for the study consisted of all the teachers and the principals of high schools. A sample size of 264 respondents made up of 240 teachers and 24 Principals were randomly selected from the 1,025 teachers in the high schools. A researcher-designed set of questionnaires was used to collect data for the study. The Cronbach Alpha was used to determine the reliability of the instrument and reliability coefficient of 0.85 was obtained.

The researcher personally administered the questionnaire to the respondents and collected them on the spot to ensure high rate of return. Data were collated and analyzed using frequency counts and percentages. Results indicated that the extent of availability of audio-visual materials in some part of Buenos Aires is very low. Audio-visual materials were not available in the schools for the use of teachers and students for learning activities. The relationship between the reviewed study and the current study is that both of them have interest in availability of audio-visual materials for teaching.

This implies that the method of the highlighted study could facilitate the present study. However, the reviewed study and the present study differ in that the reviewed study was on availability of audio-visual materials in teaching and learning in high schools in Buenos Aires, Argentina while the present study is on the availability and utilization of audio-visual materials in teaching and learning Social Studies in Upper Basic Schools in Udi Education Zone, Enugu State. The former did not use any subject area in testing the availability of audio-visual materials while the present study used Social Studies as a subject in testing the extent of availability and utilization of audio-visual materials in teaching.

Osarenren-Osaghae and Irabor (2012), conducted a research on Availability and Adequacy of Human and Material (Audio-visual) Resources for the teaching and learning of skill-based courses in Nigerian public universities. The study was guided by three (3) objectives and research questions, while two (2) hypotheses were formulated. The population of this study consisted of academic staff and final year students of 2009/2010 academic session in Nigerian Public Universities. The instruments used to collect data were the questionnaire and checklist. The researcher personally visited the ten (10) institutions that were earlier selected through stratified random sampling, and administered questionnaire to the respondents who numbered 1750 but only 1500 were returned. Data were analyzed using the mean statistics, percentage and t-test, the finding amongst others was that: the human and material resources on ground for the teaching and learning of skill-based courses in Nigerian public universities did not match the minimum standard requirement recommended by the National Universities Commission. The present study shares some similarities with this study in terms of data analysis and collection method. The present study is subjected to secondary



school level while the latter was concentrated on higher institutions.

### **Extent of Utilization of Audio- Visual Materials in Teaching and Learning Social Studies**

A study on the extent of use of audio-visual materials in teaching by Monty (2016) among the nurse educators in Secondary schools, in New York. Survey method was used, sample size was 122. 120 questionnaires were returned. The findings were: The audio-visual materials used by the nurse educators were white boards (80%), textbooks (62%), specimens (54%), models (44), and computers (32%). More than half of the respondents (60%) did not receive any professional training on the use of audio-visual materials. A large proportion (70%) did not have any training on how to integrate audio-visual materials into teaching and learning. 42% of the respondents requested to have training on how to integrate audio-visual materials into teaching and learning. 80% of the respondents said that they had never used power point presentations at all in the class. Some major barriers hindering the utilization of audio-visual materials in teaching and learning were found to be the lack of time in school schedules, lack of adequate technical support, inadequate teacher training opportunities, the lack of knowledge about ways to integrate and use different audio-visual materials in teaching and learning so as to enhance curriculum. The study differs from the present one in terms of area of study and respondents. Both studies are related as they

both tend to illuminate the use of audio-visual materials in an educational setting.

Joselyn (2014) in his study” improvisation and utilization of audio-visual materials and students achievements and attitude in Ghana Secondary Schools”, had a sample of 230 teachers. Survey method was used. Questionnaire was the instrument for data collection. The study revealed that only 9.83% of teachers produce audio-visual materials, 25.6% teachers utilize audio-visual materials in teaching and learning. 65% of the teachers do not improvise nor utilize audio-visual materials in teaching and learning. The percentages of teachers that improvise and utilize audio-visual materials seem to be low to facilitate effective teaching and learning in our schools. The use of improvised audio-visual materials has not really enhanced better performance of both male and female students, neither has the affective domain (interest and attitude) of the students been geared towards learning. The low percentage indices on how frequent the teachers produced audio-visual materials for teaching their subjects showed that most teachers had little or no interest in improvisation; they probably lack the ingenuity and creativity needed to produce and utilize teaching tools. The study shares some resemblance with the present study in terms of the instrument for data collection and data analysis. The present study concentrates on Social Studies.

## **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.

#### **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.

### **PRESENTAION OF DATA AND RESULTS**

**Research Question One: What are the audio- visual materials available for the teaching of Social Studies in Udi Education zone of Enugu State, Nigeria?**



Table 1: *Frequency of the Available Audio-Visual Materials*

*N=94*

SN	ITEMS	Available		Not Available		Decision	Adequacy		Not Adequate		Decision
		Freq	%	Freq	%		Freq	%	Freq	%	
1.	Projected opaque materials	69	64.86	25	23.50	Available	29	27.26	65	61.10	Inadequate
2.	Computer	82	77.08	12	11.28	Available	35	32.90	59	55.51	Inadequate
3.	Interactive white board	29	27.26	65	61.10	Not Available	22	20.68	72	67.68	Inadequate
4.	Mobile phones/iPad	58	54.51	36	33.84	Available	27	25.38	67	62.98	Inadequate
5.	Video tapes recordings	24	22.56	70	65.80	Not Available	23	21.62	71	66.74	Inadequate
6.	Flash cards	35	32.90	59	55.51	Not Available	25	23.50	69	64.68	Inadequate
7.	Television educational series	26	24.44	68	63.92	Not Available	42	39.48	52	48.88	Inadequate
8.	Sound filmstrips	22	20.68	72	67.68	Not Available	22	20.68	72	67.68	Inadequate
9.	Motion pictures	15	14.10	79	74.26	Not Available	39	36.66	55	51.70	Inadequate
10.	YouTube	65	61.10	29	27.26	Available	44	41.36	50	47	Inadequate

Data in Table 1 show that some of the audio-visual materials are available with frequency and percentage scores ranging from 65-89 and 61.10-77.08 respectively. Items with frequency and percentage scores ranging from 79-59 and 74.26-55.51 respectively are not

available. The data also show that out of 10 items listed as audio-visual materials recommended for the teaching of social studies, none was adequately provided in secondary schools with the frequency and percentage scores ranging from 50-72 and 54.12-87.06 respectively.

#### Research Question Two: To what extent do teachers utilize audio- visual materials in teaching Social Studies?

Table 2: *Extent of Utilization of Audio-Visual Materials*

S/NO	ITEMS: In the teaching & learning of Social Studies:	Mean ( $\bar{X}$ )	Standard deviation	Decision
1	Teachers use projected opaque materials in teaching and learning	1.06	0.24	LE
2	Teachers use computers for teaching and learning	1.04	0.19	LE



3	Interactive white board is often used by Social Studies teachers in classroom	1.09	0.28	LE
4	Mobile phones/ipads are used for interactive learning	1.20	0.40	LE
5	Video tapes recordings are usually used by teachers to teach Social Studies	1.19	0.39	LE
6	Teachers utilize flash cards during learning process	1.60	0.49	LE
7	To what extent do teachers use television educational series in teaching and learning	1.70	0.46	LE
8	Teachers make use of sound filmstrips in teaching and learning	1.38	0.49	LE
9	Motion pictures are usually used by teachers in teaching social studies	1.36	0.48	LE
10	Teachers apply YouTube in the teaching and learning process	1.63	0.66	LE
<b>Grand mean</b>		1.33	0.44	LE

Table 2 displays that audio-visual materials are utilized to a low extent. This is revealed by the grand mean of 1.33 which is below the bench mark of 2.50 for decision taking. Hence, audio-visual materials for teaching of Social Studies in secondary schools in Udi education zone are not optimally utilized even when available. This can be deduced from the means of items 1 to 10.

### Hypotheses

To test the null hypotheses, independent sample test was used to analyze the responses to each of the items

relating to the issue being investigated. Summary of the results is displayed in relevant tables in this chapter.

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

Table 5: *significant difference in the mean rating of male and female teachers on the availability of audio-visual materials in the teaching of social studies*

Variables	N	$\bar{X}$	SD	Df	t-cal	t-crit	P>0.05
Male	28	27.034	5.89	92	8.12	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 was 8.12. Since this value was greater than the t-critical 1.96 (df 93;  $P > 0.05$ ), the decision is to reject the null hypotheses. Therefore, there was a significant difference in the mean responses of male and female teachers on the availability 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 extent to which teachers utilize audio- visual materials in the teaching studies*

Table 6: *significant difference in the mean rating of male and female teachers on the extent to which teachers utilize audio- visual materials in the teaching studies*

Variables	No	$\bar{X}$	SD	Df	t-cal	t-crit	P>0.05
Male	28	71.25	15.71	92	19.49	1.96	Significant
Female	66	91.77	34.87				

**Note: table value = 1.96 at 0.05 significant level.**

Generally, the t-calculated value for the entire items in Table 6 was 19.49 which was also higher than the t-critical 1.96 (df 425;  $P > 0.05$ ). The decision is to reject the null hypotheses. Therefore, there was a significant difference in the mean rating of male and female teachers on the extent to which teachers utilize audio- visual materials in the teaching social studies.

### Discussion of Findings

The major findings of this study are discussed in line with the research objectives and hypotheses that were formulated to guide the study.

Specifically, the findings are discussed according to the following sub-headings:

#### Availability of Audio-Visual Materials

From the list of audio-visual materials as shown in Table 1, it is evident that the following audio-visual materials were available; projected opaque materials, computer, mobile phones/iPads and YouTube. This finding agreed with that of Ijezie, (2012) which revealed that computer, iPads and YouTube are available for teaching and

learning. Ndubuisi, Obodo, Okworka, and Uzuegbunam, (2010) also agreed with the study which highlighted that projected opaque materials, computers and mobile phones are available for teaching Social Studies. This result indicates that some of the audio-visual materials are minimally available and none according to the findings was adequate in relation to the number of users in secondary schools. What this means is that secondary schools in Udi education zone are not utilizing their instructional practices in spite of the coming of the new instructional technologies. Traditionally, teachers have depended on textbooks, models and charts as media for disseminating knowledge in the classroom. With the current practice by teachers of social studies, their students are greatly deprived of the access to modern instructional materials. These teachers are still the chief performers and dispensers of knowledge in the classroom. With the coming of new instructional technologies, Fayaz (2011) asserted that the audio-visual materials are not readily available in schools. Momoh (2012) stated that there is low availability of audio-visual



materials in schools which may affect teachers' role. With the availability of modern technology in the classroom, instruction can be more student-centered and individualized.

Using Bandura's social learning theory in the classroom can help facilitate the availability of audio-visual materials and students reach their potential. If there is a good student who is motivated and responsible and a student who does not care about school in the same group, then according to Bandura they will imitate each other.

#### **Teachers' Use of Audio-Visual Materials**

The findings of the study show that most of the audio-visual materials are not used optimally. This finding is consistent with the work of Obianwu (2016) which stressed that teaching aids such as charts and computers were poorly used by the teachers in teaching Social Studies. This finding also agrees with the findings of Ali (2014) that the existing infrastructural facilities including audio-visual aids available in Nigerian schools are not fully utilized. Nwosu (2015) stated that audio-visual aids are yet to find their ways into Nigerian classrooms. Findings of the study also revealed that some of the audio-visual materials like Video tape recorders, Audio slide presentations, Sound film strips, power points and computers are not utilized at all, probably because they are not available. This coincides with the findings of Naidu (2018), which pointed out that audio-visual aids can only be utilized when they are available.

VAK theory supported this model of learning which is regarded as an illustrious mode of learning due to its simplicity and efficacy. According to these theorists one or two receiving styles are typically conspicuous and these delineate the most effective and beneficial approach to learn what is preferred to be learnt. It may vary from person to person and situation to situation. If one style exerts in one task the other or amalgamation of

them can be handy in some other assignment. The most important aspect of this model is that it engrosses and permits all learners to partake irrespective of their preferred and opted style of learning.

#### **Summary of findings**

1. The findings revealed that projected opaque materials, mobile phones/ipads, Computer and youtube were the only audio visual materials available even though not adequate for teaching social studies in Upper basic schools.
2. The findings indicated that the teachers were teaching with old audio-visual aids like charts, posters, news papers and display boards instead of teaching with modern audio-visual aids like computer, power point, video set and television.
3. The findings established that the governments do not provide audio visual aids on a regular basis to the schools.
4. The findings also revealed that inability of the students, teachers and government to improvise audio-visual aids resulted to poor attitude towards teaching and learning.
5. The key benefit of audio-visual aids was to improve teaching and learning. This was followed by the fact that it concretizes the abstract concepts and makes them more meaningful. The next was that it helps the child to see, feel and touch what is being taught.

#### **Conclusions**

From the study conducted, the use of audio-visual aids seemed to be an innovation and radical approach in teaching Social Studies. This is because most of the Social Studies teachers in the schools have never used any audio-visual aids in their classes due to non-availability of the materials. Moreover, where the materials are available the teachers lack the techniques in using them during teaching-learning processes. Lack



or inadequate source of power supply is a great hindrance to effective use of these instructional materials in most of the schools.

It is evident from the study, that some of the teachers handling Social Studies were teachers of Geography, History, Economics or Government. The way a specialist in Social Studies presents a lesson is quite different from the way a Geography teacher presents it. However, what were commonly seen or known were chalkboards, textbooks, maps, pictures among others. It was in view of this that the study made certain recommendations and suggestions to remedy the situation.

### Recommendations

3. The following recommendations were made based on the findings of the study:  
Ministry of Education should organize In-service training, seminars, workshops and conferences on installation, utilization and maintenance of audio-visual materials on regular basis for the teachers and students. This

will have great effect of reforming teaching and learning process in our Secondary schools.

4. The school authority should imbibe maintenance culture, repair and immediate replacement of damaged tools or educational media should be encouraged and made possible. For instance, those improvised audio-visual materials in the form of models, charts maps, should be kept protected to avoid damaging them.
5. Government should establish educational resource centres that design, produce, organize, store and distribute audio-visual materials at the local government levels to enable schools within the area to benefit from the services of these centres.
6. Teachers should make sure that the audio-visual materials used are well selected and properly integrated to fit into a particular lesson in order to achieve the set goal.

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