



ABSTRACT

The purpose of this study was to examine the integration of audio visual media in instruction of primary schools as one of the factor for reforming the quality of teaching and learning in such sector of education in order to have sustainable development. This study was carried out in

INTEGRATION OF AUDIO VISUAL MEDIA IN PRIMARY SCHOOL INSTRUCTION FOR REFORMING TEACHING AND LEARNING: CASE OF KATAGUM LOCAL GOVERNMENT, BAUCHI STATE-NIGERIA

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INTRODUCTION

The World over, technology has significantly changed the mode of teaching from traditional form to modern and interactive form. Thus, this is a great challenge for the teachers because the change can bring usefulness, by enhancing motivation, creating interest in the learners, and help in understanding learning activities more easily. Accordingly, in teaching and learning process,



Katagum local government area of Bauchi state-Nigeria. The objectives of the study were: (i) To establish the types of Audio visual media available in the public primary schools. (ii) To analyze the extent to which teachers integrate Audio visual media in instruction of primary schools. (iii) To find out challenges of integrating audio-visual media. (iv) To find out the relevance of integrating audio-visual media. The study adopted a descriptive survey design and data collected were largely descriptive in nature. Target population for this study comprised all the public primary schools and all teachers. Simple random sampling technique was used in selecting the sample of ten (10) public primary schools, and one hundred and two (102) class teachers. Instruments for data collection were questionnaire for teachers and Class observation tool. Data analysis was done using frequency, percentages and graphs. Findings indicated that majority of schools have inadequate audio visual media like electronics ones. In addition majority of the respondents revealed that they lack training on how to handle some of the media. Furthermore, the following recommendations were offered, Government through State Universal Basic Education Board should provide funds for acquisition of required instructional media. Also the Government should organize sensitization programs on the current development and progress in integration of audio visual media on instruction.

KEYWORDS: Audio-visual media, instruction, integration, reform, quality teaching

there are many factors that contribute in making teaching and learning successful, achievable and sustainable, these factors include the relationship between teacher and students, classroom set up, the



knowledge of the teacher, light in the room, availability of Audio visual media and the effective communication between the teacher and learner. All these factors may encourage sustainable development of teaching and improve the learning output in one way or the other, (Marc, 2008).

According to Garrison (2011), Audio visual media are defined as added devices that help the teacher to make learning more real, effective, interesting, meaningful and flamboyant. Additionally, audio visuals media are tools that provide significant contribution in learners' retention and recall, thinking and reasoning, activity, interest, imagination, better assimilation and personal growth as well as learning development.

Furthermore, Ahmad, Hussain and Naseer-ud-Din (2011) emphasized that the integration of Audio visual media in instruction can strengthen the learners' conceptual thinking, boost the learning, bring understanding, make the process of learning active and bring useful and success in the teaching.

However, primary education is considered as a vital form of education worldwide. Primary education serves as the bedrock of all educational systems from which all forms of learning skills stem up, such as reading, writing and Arithmetic. The significance of primary education cut across all levels of educational acquisition (Mohit, 2011).

In Nigeria, the National Policy on Education (2004) defined Primary education as the kind of education which is meant for children aged 6-11 years and beyond. It is the basis of all other levels of education and certainly, the success or failure of all other levels of educational systems can definitely be ascertained from the primary level of education, (NPE, 2004).

Aina and Adekanye (2013) have emphasized that the importance of Audio visual media as effective and vital instruments for teaching,



because the media are useful for imparting knowledge through seeing and hearing experience. They further stressed that with the advent of contemporary instructional media such as computer assisted instruction (CAI), computer assisted learning, educational games and other modern learning tools, the mode of teaching had been changed from teacher centered to learner centered method nowadays.

However, Nwafor and Eze (2014) stated that integration of Audio visual media in teaching and learning process should be encouraged especially in the reform of teaching of primary school children for sustainable development. This is due to the fact that Audio visual media help in motivating the learners, since many concepts in their subjects are abstract and difficult to explain verbally. They further emphasized that when teachers' incorporate audio visual media in their lesson, it helps to sustain learners' interest, simplify the abstract concepts, encourage critical thinking and raise class performance through increase content acquisition.

In line with this Karehka (2012) opined that in the Western world, such as America, Canada and Europe, advantages of Audio visual media particularly computer, mobile devices such as Smartphone, iPad or Galaxy tablet and other multimedia gadgets had been explored for handling various aspect of educational and information services for a long time unlike in developing countries. For instance, Mobile learning is becoming so prevalent and suitable because it is accessible from anywhere. Students can access academic information by the use of online media such as YouTube.com, Social networking media and other online streaming media to learn in the classroom.

In Africa, efforts are still being made by many governments to initiate the application of technology in education, specifically the integration of Audio visual media in order to improve and reform learning achievement as well as to enhance awareness, to develop basic skills



of creativity and create independent thinking as well as problem solving which the young generation needs to enjoin contemporary global setting (Alokun, 2012).

As reported by Iyamu and Aduwa (2014), Countries like Uganda, Kenya, South Africa, Senegal, and Ghana as well as Nigeria are making efforts and progress to integrate the technology in their educational institutions by providing computers and other appliances, so as to meet the demands and challenges of globalization. Thus, all these efforts focused on secondary and tertiary institutions, did not involve primary level of education.

In addition, there is the need for meeting the demand of education for all (EFA) and vision 2020 as well as to fulfill the demand of objectives of sustainable development goals in our country.

It is against this background that this study was set to look into the issue of integration of Audio visual media on instruction in primary schools, as a means of reforming the quality of instruction and to have sustainable development in public primary schools of Katagum local government, Bauchi state- Nigeria.

Objectives of the study

The study was guided by the following specific objectives:-

- (a) To establish the types of Audio visual media available in the public primary schools in Katagum local Government.
- (b) To find out challenges of integrating audio-visual media
- (c) To analyze the extent to which teachers integrate Audio visual media on instruction of primary schools in Katagum Local Government.
- (d) To find out the reasons for or against integrating audio-visual media on instruction.



Research questions

- (a) Which types of audio visual media are available in primary schools in Katagum Local Government?
- (b) What are the challenges in integrating audio-visual media in public primary schools?
- (c) To what extent do the teachers integrate Audio visual media for teaching and learning process in primary schools in Katagum local government?
- (d) What are the reasons for or against integration of audio-visual media on instruction of primary school?

Definition of Audio visual media

Audio visual media stands for many different types of electronic and non - electronic gadgets use for instruction which include LCD projector, Smart board, Whiteboard, Computer, iPod, Smartphone, Tablet, Digital camera, Radio, Television, DVD, Real and Pictorial objects, Blogs and e-mail. Audio-visual devices are hardware and software through which learning process is encouraged and carried out, such includes; film strip, radio, television, slides etc. It's a new technological innovation which has great impact to teaching and learning processes (Friday and Olube, 2015).

Types of Audio visual media

According to Mangal and Uma (2010), audio visual media can basically be classified into two types, the 'Hardware Audio visual media' and 'Software audio visual media.' Further, they explained that the hardware audio visual media usually refers to appliances and equipment which are considered to be technical in terms of their composition and working. They are designed and operated on sound scientific principles and technical knowledge. Examples of hardware



instructional media include materials like projectors, Tape Recorder, Radio, Television, Video Tape or Cassette Recorder, Close circuit Television, Motion pictures, Computers and teaching machine. While examples of software equipments are blackboard, whiteboard, pictures, cartoons, flashcards, graphs, slides, filmstrips, posters, diagrams, photographs, transparencies, and other programmed learning packages.

Reasons for integrating Audio visual media on instruction

As Jadal (2011) observed that the early years of a child's life are the most impressionable period and the learning experiences provided during those years within and outside schools environment and other institutional arrangements have a predominant influence on the future behavioral pattern of the child. For instance, the extent to which hearing, seeing, smelling, touching, and manipulating equipment in the environment are use, can explain to the child the nature of the world, will also help to strengthen and enrich the child's perception. Therefore integrating Audio visual media on the instruction could provide different types of experiences which stimulate the senses and encourage self-activity in the children.

Again Angalakuru (2015) observed that integration of Audio visual media into class lesson can help in reducing verbalism and contributes towards the clearness of perception as well as accuracy in learning. Also helps to correct misconceptions and secure additional ideas among the students. Audio visual media can contribute in bringing vivid reality into the classroom. It makes learning more solid and durable and provides opportunity to inculcate scientific attitudes and give training in the scientific method. Therefore, roles of such media have been of great significance towards sustainable development of teaching in primary schools.



METHODOLOGY

Research design

The study adopted the use of mixed method which involved both quantitative and qualitative research approaches. It is descriptive in nature in order to describe the extent of integration of audio visual media on instruction in primary schools in Nigeria.

Sampling procedures and Sample size

Sample of ten public primary schools and one hundred and two classroom teachers were randomly selected through simple random sampling technique.

Research instruments

The study used two instruments for collecting data from the sampled respondents. These were structured questionnaire, and class observation schedule

Data analysis procedure

The data collected were analyzed using frequency count, simple percentages and graphs.

REPORTING AND DISCUSSION OF FINDINGS

Research question one: Which types of audio visual media are available in primary schools in Katagum Local Government?

The respondents were asked to indicate the available audio visual media in their schools from the list of some possible media that are used in teaching in primary school. The finding was as indicated in the below chart.

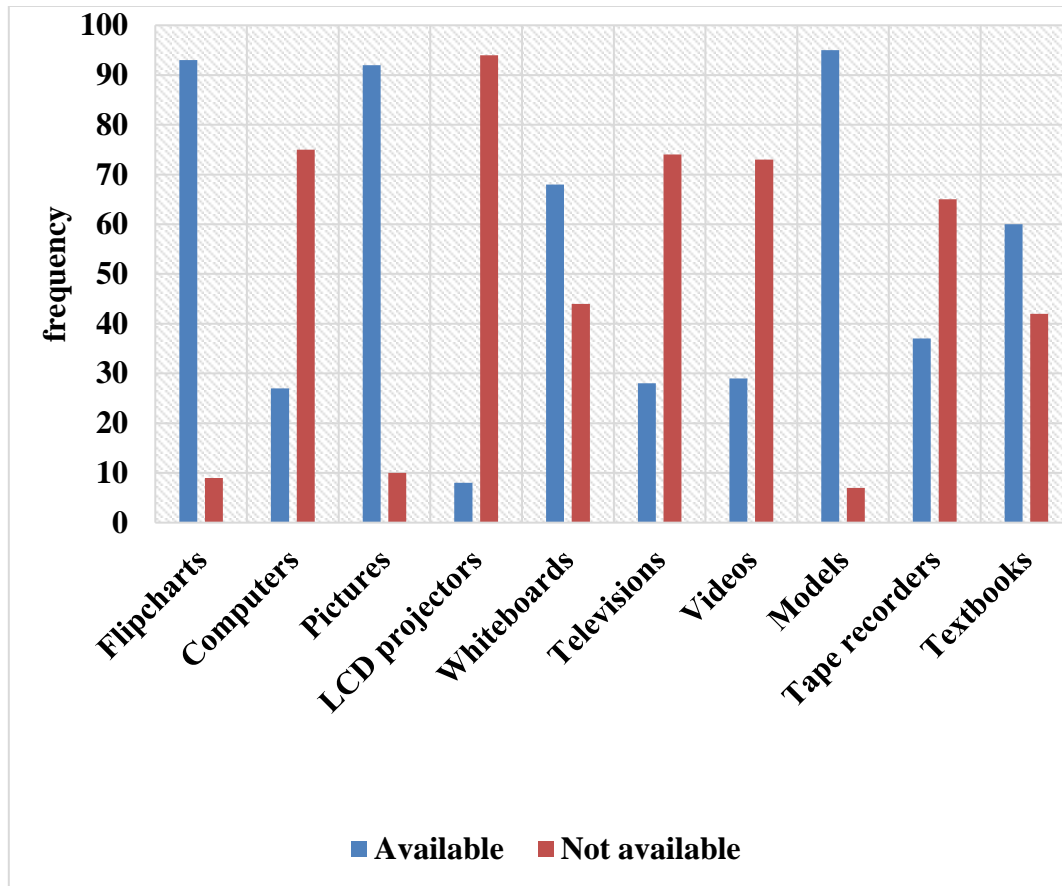


Figure 1: Audio visual media available in the schools

From the chart above it is clear that the level of availability of flipchart as indicated by the respondents shows that 91 (91.18%) out of 102 sampled teachers reported that there are availability of flipcharts in their schools, whereas 9 (8.82%) respondents said there were unavailability of flipcharts in their schools. While 27 (26.47%) reported there were availability of computers and 75 (73.53%) respondents reported of unavailability of computers. Moreover, 92 (90.20%) indicated that there were availability of pictures in their schools, and 10 (9.80%) reported of unavailability of pictures. Similarly, 8 (7.80%) respondents reported of availability of LCD Projectors and 94 (92.20%) reported of unavailability of LCD projectors in their schools.



Furthermore, 68 (66.67%) teachers stated that there are availability of whiteboards in their schools and 34 (33.33%) reported of unavailability of whiteboards. Equally, 28 (27.45%) respondents conveyed that there are availability of Televisions and 74 (72.55%) reported of unavailability of televisions in their school. In addition, 29 (28.43%) respondents indicated the availability of videos in their schools, while 73 (71.57%) stated there are unavailability of videos. Also, 95 (93.1%) reported the availability of models, whereas 7 (6.9%) respondents reported that there are unavailability of models. Again 37 (36.27%) testified of the availability of tape recorders in their schools, but 65 (63.73%) reported of unavailability of tape recorders. Lastly, 60 (58.82%) reported that there are availability of Textbooks and 42 (41.18%) reported of unavailability of Textbooks in their schools.

The findings from the analysis show that the most types and available audio visual media in the selected schools were charts, pictures, whiteboards, models and textbooks. The unavailable materials were Televisions, videos, and computers. But LCD projectors are never use in classroom teaching in most of the sampled primary schools.

Further, the results of these findings corresponded with the research study of Chukwu, Leo, Thecla and Agada, (2016) which found that the needed instructional materials are not available at the basic education level in Enugu education zone of Enugu State-Nigeria. In a nutshell, the analysis on the availability of audio visual media in the sampled schools showed that the majority of these instructional media were inadequate.

Challenges in integrating audio visual media

Research question two: What are the challenges in integrating audio-visual media in public primary schools?



Table 1: challenges for integration of audio visual media

State ment	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Lack of know ledge in using some of the medi a.										
There is large numb er of pupils in my classr oom.										
Lack of enou gh time to use some										



of the audio visual media.										
Lack of support from school management in purchase of the media.										
There is unreliable electricity supply to use some										



the medi a.										
Inade quate audio visual medi a in the schoo l.										

The findings from this objective; indicated that out of 102 respondents, 97 (95.1 %) of the teachers agreed that they had limited skills and little knowledge on how to use of some of the audio visual media especially the sophisticated ones and only 5 (4.9%) of the respondents reported their disagreement. While 59 (57.8 %) of the teachers strongly agreed that there were many pupils in classes which made it impracticable to use some audio visual media, and 43 (42.2%) of the teachers disagreed. Again 47 (46.08%) agreed that they had limited time to use the various Audio visual media as the syllabus was so wide that they may not be able to cover, and 55 (53.9 %) of the teachers disagreed by reported that some teachers were lazy and did not bother to use the media in lesson delivery. Moreover, 59 (57.8%) of the respondents agreed that lack of support from school management in provision of some of the media is one of the challenge they face in incorporating of audio visual media in the classroom. Lastly, 68 (66.67%) of the teachers strongly agreed of unreliable power supply that hinders the integration of some the audio visual media and 34



(33.33) of the respondents disagreed. Lastly, majority of sampled teachers strongly agreed of inadequate of audio visual media in their schools.

These findings were in agreement with that of Omariba (2012) which revealed that teachers were challenged with some factors like unavailability of instructional media, insufficient knowledge and skills on use of the media, limited time available to prepare, unreliable electricity supply, and inattention given by the school management.

Extent of integration of audio visual media by the teachers

Research Question three: To what extent do the teachers integrate Audio visual media for teaching and learning process in primary schools in Katagum local government?

The respondents were asked to indicate the extent to which they incorporate the Audio visual media in their lesson delivery from these options: **Often, Occasional, Rare or Never**

The result of the findings was illustrated in the below graph.

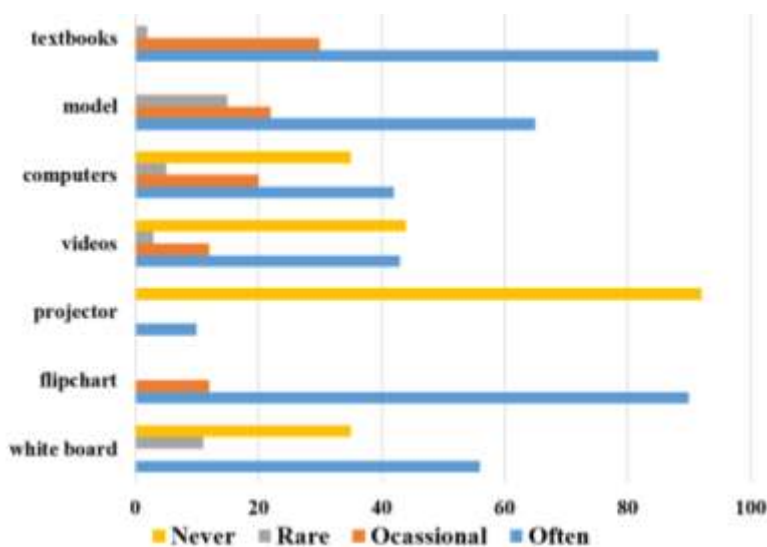


Figure 2: Extent to which teachers integrate audio visual media in class instruction



The findings from teachers' questionnaire indicated that 35 (34.31%) of the respondents used audio visual media more often, 40 (39.22%) used it occasional, 11 (10.78%) used it seldom and 16 (15.69%) of the respondents indicated that they were never using it at all. The findings also revealed that teachers in selected public primary schools rarely used audio visual resources in teaching. Majority of the teachers relied on the traditional media such as textbook and chalkboard rather than incorporate mediated instruction into their teaching.

Similarly, results from class observation schedule depicted that there was limited use of some of the audio visual media more specifically the electronic appliances by majority of teachers. As it has been observed the audio visual media that were frequently used in classroom teaching were chalkboard/white marker board, textbooks, followed by charts, and pictures. Generally speaking the results obtained in the area of integration of audio visual media on instruction indicated that majority of the teachers used even the available audio visual media occasionally and this findings corroborated with findings of study conducted by Jotia and Mattale (2011) on an evaluation of the use of instructional material in teaching social studies in primary schools in Botswana, which found that teachers use of audio visual media was very poor and they stated that it had impact on pupils' academic performance. Likewise Abdo and Semela (2010) reported that there was low usage of instructional media on instruction in primary schools of Gedeo Zone in Southern Ethiopia.

Reasons for or against integrating the Audio visual media on instruction

Research question four: What are the reasons for or against integration of audio-visual media on instruction of primary school?



Teachers were also asked to indicate reasons for or against integrating the audio visual media during their lesson delivery from the alternate options as given on the chart below:

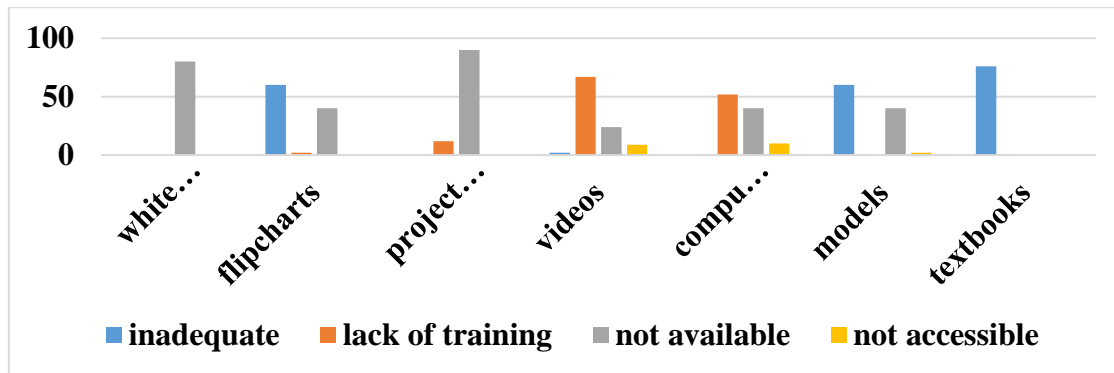


Figure 3: Reasons for or against incorporating audio visual media

The findings indicated that out of one hundred and two respondents 80(78%) reported that white boards were not available in their schools. while 60(59%) reported of inadequate flipcharts. Again 90 (88%) indicated that projectors were not available in their schools. Moreover, 67(66%) of the respondents specified lack of training was their reason for not using videos in the class instruction. In addition, 52(51%) of the sampled teachers indicated that they lack training in computer and 50(49%) also indicated computers are not available in their schools. For models and textbooks majority of the respondents indicated of inadequate of such equipment in their schools.

Therefore, the findings revealed that majority of the sampled teachers were not integrating the audio visual media, because most the devices were either inadequate or not available in their Schools and also majority of them revealed that they lack training on how to handle some of the media, more specifically the electronic media.

Summary of the findings

The following is a summary of the findings based on research questions of the study;



- a) Types of Audio visual media that was available in primary schools in Katagum Local Government. The findings from objective one revealed that majority of schools did not have adequate audio visual media like computers, televisions, videos and so on. No school reported of having LCD projector.
- b) Result from objective two indicated that only one-third of the observed teachers were often used audio visual media in the lesson. While majority of them stated that they used the materials rarely.

Conclusions

Findings from this study revealed that apart from textbooks, charts and pictures, most of the schools lack other valuable and very important audio visual media for teaching and learning basic subjects taught in primary schools. It was observed that those materials that were available in the sampled schools were not sufficient to go round the pupils. In addition, the study also indicated that majority of the teachers in the sampled schools were not adequately integrating audio visual media in their teaching. Actually, the extent to which they used the media in the lesson delivery is very rare.

Recommendations

Based on the findings of the study the following recommendations were opined on how to improve and reform the teaching in primary schools for sustainable development:

- i) The Government through the State Universal Basic Education Board should provide funds for acquisition of required instructional media especially the electronics aids so as to create a variety of resources to use.



- ii) The government should organize workshops, seminars, refresher course for teachers' capacity building and sensitization on the current development and progress in integration of audio visual media on instruction in primary schools.
- iii) The School Heads and Supervisory Units of L.E.A should ensure regular supervision to enhance effective integration of Audio visual media by teachers in their class instructions.
- iv) All stakeholders including Federal, State and Local Governments and private organization are to contribute financially and materially in the provision of the necessary media for instructions in primary schools.

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