A new decade for social changes
The Use of Audio-Visual Materials in Teaching and Learning Process in Effia Junior High Schools

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Abstract. This study aims to find out the use of audio-visual materials at the Junior High School level. Despite the fact that the use of audio-visual materials is a proper current technological tool to motivate students, it prevails a set of challenges in the availability of audio-visual materials in Effia public Junior High Schools. The study seeks to provide information on the existing situation about the availability and use of Audio-visual materials in teaching students in Junior High Schools in Effia, in Effia Kwasimintsim Municipal Assembly. This study used qualitative approach, and censused all the nine public Junior High schools in Effia with ten students and one teacher randomly selected from each public JHS in Effia to form a sample size of 99 respondents for the study. Despite the significant role played by the use of audio-visual materials in the Ghanaian educational system. The findings revealed that although the students in the nine public JHS in Effia are not taught using Audio-Visual materials by their teachers, they still have the desire to be taught using those materials and this was affirmed with a significant majority of the students saying they desired to be taught with Audio-Visual materials in their various classrooms experience. The research recommended that Audio-Visual materials should be made available by Stakeholders in the educational sector such as; the Parent Teacher Association (P.T.A), the municipal assembly, the ministry of education, the Ghana Education Service, individual philanthropists, and non-governmental organizations.

Keywords. Audio-Visual; Classroom Experience; Junior High Schools; Teaching and Learning; Public Schools

Introduction

In the technological world, Audio-visual materials are an important aspect of teaching and learning in all stages of education. They are considered as essential means of increasing effectiveness in teaching and learning, they make learning more interesting thereby contributing to the depth and way of learning (Mcnaught, 2007). The advancement made in technology has provided for teachers to teach in a way that learners or students can retain knowledge better through visualizing what is been thought. Therefore, audio-visual materials are teaching aids using both sight and sound which could be informed of models or video. They exist to support the goals of teaching and learning in our schools, thereby making teaching and learning to be more effective (Johnson, Jacovina, Russell & Soto, 2016). The most common tool used in the
classroom these days is the use of projectors with slides, photos, and videos of scenarios, which makes the class more interesting, dynamic, and effective. Audio-visual materials are those devices that are used in the classroom to encourage the teaching-learning process and makes it easier and interesting. They are techniques that involve the sense of vision as well a sense of hearing in classroom experiences (Rasul et al., 2011).

Moreover, it also helps to introduce new topics easily. It makes the student remember the concept for a longer period. The use of audio-visual materials helps to make the learning process more effective and conceptual (Wikipedia contributors, 2021). It helps to grab the attention of students and also builds interest and motivation of students learning process and enhances the energy level of teaching and learning of students. Audio-visual materials involve the combination of two media; Auditory Materials and Visual Materials. Auditory Materials are instructional devices that can be heard but not seen. Examples, Tape-record, Microphones, Earphones, etc. Visual Materials are also the instructional device that can be seen, but not heard. Examples include slides, film strips, and others. The use of audio-visual materials in classrooms helps to maintain discipline in the class since all the students’ attention is focused on learning (Wikipedia contributors, 2021). This interactive session also develops critical thinking and reasoning that are important components of the teaching-learning process (Harizah et al., 2020). Audio-visual materials are defined as training or educational materials directed at both the senses of hearing and the sense of sight (Wikipedia contributors, 2021). It is generally accepted that the best learning takes place when the greatest number of senses are stimulated. The basis for all learning is gained by concrete, direct, first-hand experience. Research has shown some teachers are often unable to give students first-hand experiences and resort to written and oral use of words (Spear-Swerling, 2019). The experienced teacher, however, realizes that the use of words alone cannot and will not, provide a vivid learning experience.

Traditional verbal instructions can be boring and painful for students. However, the use of audio-visual materials provides intrinsic motivation to the student by piquing their curiosity and stimulating their interest. It will also provide opportunities for effective communication between teacher and student learning (Sword, 2021). It is generally admitted by educators that some people can comprehend abstractly, while others are more dependent upon concrete materials as materials to think. It has generally recognized that the more brilliant the individuals are, the greater is his power for abstract thought, the lower the mentality, greater is the dependence upon visual imagery as a medium of thought. Those in the urban areas are surrounded with an endless profusion of materials to his learning, such as workbooks, drill cards, graphs, pictures, maps, computers, slides, film strips, motion pictures, radio, and exhibits of all kinds.

**Problem Statement**

Audio-visual materials convey the same meaning as words but it gives clear concepts thus helping bring effectiveness in learning and forms part of the technology in the classroom. Integrating technology into the classroom help students to experience things virtually or vicariously. For example, in the case of Effia JHS, if a teacher wants to use ‘Nzulezu living on the water as an example in his teaching, not all students in Effia may have visited Nzulezu before but the teacher can show it through a video thereby allowing the students to see it with their own eyes. Despite the significant role played by the use of audio-visual materials in the Ghanaian educational system, they face constraints that adversely affect the development of teaching and learning. It is generally admitted by the educators that some people can comprehend abstractly, while others are more dependent upon concrete materials as materials.
to thoughts. However, Effia JHS schools seem to be not coherent in the use of audio-visual in the classrooms for classroom learning experiences.

Additionally, the integration of audio-visual in education remains a significant issue in the quest to provide holistic educational encounters to learners in Ghana. However, this seems to be absent in the provision of education to JHS students of Effia. Hence the need to conduct this research to ascertain the veracity of the use of audio-visual materials in Effia. The objective of this study was to examine the use of audio-visual materials in the teaching and learning at Effia JHS schools in the Effia Kwasimintsim Municipal Assembly (EKMA). Do the JHS in Effia employ the use of audio-visual materials during teaching and learning?

This research is significant because Effia forms part of the newly created municipality by the local Government of Ghana and it will help track their educational process and how much of the audio-visual materials especially Information Communication and Technology devices incorporated into their teaching and learning process of the public Junior high Schools in the Effia. The use of audio-visual materials contributes a lot to the teaching and learning in the educational sector, giving significant color to the idea presented by the teacher. Audio-visual arouses emotion and incites students to action. If students are allowed to use the devices themselves, it excites them and helps them in their intellectual activity. However, access to the use of audio-visual devices is a major challenge to many public schools in Ghana, including Effia JHS school.

**Literature Review**

**History of audio-visual materials**

The concept of audio-visual materials is not new and can be traced back to the seventeenth century when John Amos Comenius, a Bohemian educator, introduced pictures as teaching materials in his book Orbis Sensualium Pictus (picture of Sensual World) that was illustrated with 150 drawings of everyday life. Similarly, Jean Rousseau and Johann Heinrich Pestalozzi advocated the use of visual and play materials in teaching. More recently, audio-visual materials were also widely used during and after World War II by the armed service. The successful use of pictures and other visual materials in the U.S Armed Forces during World War II proved the effectiveness of audio-visual materials.

There are various types of audio-visual materials ranging from filmstrips, microforms, slides, projectors opaque materials, tape recording and flashcards. In the current digital world, audio-visual materials have grown exponentially with several multimedia such as educational DVDs, PowerPoint, television educational series, YouTube, and other online materials (Wikipedia contributors, 2021). The goal of audio-visual materials is to enhance the teacher’s ability to present the lesson in simple, effective, and easy to understand for the students. Audio-visual materials make learning more permanent since students use more than one sense. The number of audio-visual materials that may be employed in teaching any subject will depend upon the nature of the subject- matter and the resourcefulness of the teacher as according to Mondal (2013).

**Concept of audio-visual material**

The concept of audio-visual material has been defined by various scholars and researchers. For Instance, Dike (1993) viewed audio-visual materials as those materials which do not depend solely upon reading to convey massages; they present information through the sense of hearing as audio materials or through the sight as visualized materials or it could be through the combination of both senses. Kinder (2015) defines audio-visual materials as any
devices which can be used in teaching in order to make learning more effective, more concrete, more realistic, and more dynamic. In another development, Shabiralyani et al. (2015) define audio-visual materials as any instructional materials such as maps, charts, models, projector, television, and so on used in the classroom to aid learning and thereby making it easier and interesting to students to understand. Steen (1990) viewed Mathematics as an exploratory science subject that seeks to understand every kind of patterns such as patterns that occur in nature, patterns invented by the human mind, and patterns created by other patterns. He added that for students to understand and grow mathematically, they must be exposed to a rich variety of appropriate teaching materials to their own lives through which they can see variety, regularity and interconnections.

Importance of audio-visual materials in teaching and learning

The application of audio-visual materials in teaching makes learning more interesting and effective. It has made it possible to breach the gap that exists among students who have a low level of comprehending learning. Osokoya (1987) stated that the use of audio-visual materials in teaching and learning does not only involves the use of textbooks but it includes other instructional materials that enable students to visualize the conceptual implication of what is been taught. He added that the use of audio-visual materials in teaching enables the teachers to arrest and gain the attention of the students. In addition, audio-visual materials are recognized as sources of materials used by teachers in imparting knowledge at all levels of education. It has assisted teachers to present teaching in a more practical way thereby overcoming difficulties that exist in teaching a particular subject matter (Gopal, 2010). Also, Cummins (2001) posited that audio-visual materials assist students to find a solution to problems when they can view them practically.

The use of audio-visual materials in teaching and learning made teaching interesting to students and their teachers as well as creating a better relationship in the classroom, and promoting effective communication between the students and their teachers. Teaching materials have helped students to retain knowledge better thereby making learning to be permanent; it enables students to retain and recall what they have learned. This is made possible because they were able to visualize what was been taught in the classroom. (Dike, 1993; Natoli, 2011).

Furthermore, the availability and effective use of audio-visual material in teaching at Junior high schools enhance and increase the rate of learning, thereby saving the time of the teachers which can be a channel to other activities such as teachers’ participation in curriculum development, a compilation of lesson note, etc. The inculcation of teaching materials helps students to experience concept virtually which result in making lessons explicit to the students and expanding their horizon of experience (Joseph, 2003). The purpose of audio-visual materials in teaching and learning includes, best motivation, clear image, save energy and time, an antidote of the disease of verbal instructions, capture attention, reinforcement to learner, positive transfer of learning, gain and hold student interest, increase understanding and retention, stimulate the development of understanding and attitudes. The ability to listen can be developed best through the use of audio-visual materials. It is also the responsibility of the school, to provide training for our students to be good listeners. Training in the art of listening is one of the aims of audio-visual education.

Methodology
Research design
The research design adopted for the study is the descriptive survey research method. This design was adopted because the study seeks to provide information on the existing situation about the availability and use of Audio-visual materials in teaching students in Junior High Schools in Effia, in Effia Kvesimintsim Municipal Assembly. This study censused all the nine (9) public Junior High schools in Effia with ten students and one teacher randomly selected from each public JHS in Effia to form a sample size of 99 respondents for the study. The research employed a questionnaire designed following the rigorous review of the literature and designed two different questionnaires with each questionnaire used to collect unique data from both the teachers and students respectively on the use of audio-visual materials in teaching. The data collected for this study were analyzed using descriptive statistics, such as frequencies, percentages, tables and charts; these were used to summarize the data obtained from respondents.

Result and Analysis

**Table 1: Students; Have you ever experienced the use of Audio-Visual material in classroom teaching and learning before?**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>

Field Survey, 2021

From Table 1 above, all the student respondents said they have never experienced the use of Audio-Visual materials in their classroom lessons.

**Figure 1: IF NO, have you heard or seen Audio-Visual materials been used in other private Junior High Schools?**

Field Survey, 2021

From the figure 1 above, 90% of the student respondents representing 81 said although they have not experienced the use of Audio-Visual materials but they have heard or seen it been used in other private schools of their friends whiles the remaining 9 representing 10% of the student respondents said they have not heard or seen Audio-Visual material been used in other private Junior High Schools.
The figure 2 above shows, a significant number of 81 out of the 90 students’ respondents from public Junior High schools in Effia representing 90% of the respondents said, they desire to be taught using Audio-Visual materials in their various classrooms whiles the remaining 9 representing 10% of the student respondents said they do not care whether or not they are taught using Audio-Visual materials in their classrooms.

**Teachers**

**Table 2: Do you use Audio-Visual materials in teaching your students in the class?**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Field Survey, 2021

The Table 2 above shows, all the 9 teacher respondents representing 100% of the teacher respondents said they do not use Audio-Visual materials in teaching their students in the class.

**Table 3: Do you prefer to use Audio-Visual materials in teaching your students in the class?**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>77.8%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Field Survey, 2021

The Table 3 above shows that 77.8% of the teacher respondents representing 7 teachers said although they do not use Audio-Visual materials in teaching their students, they prefer to use Audio-Visual materials to teach their students whiles the remaining 2 of the 7 teacher respondents representing 22.2% said they do not prefer using Audio-Visual materials to teach their students in class.
Figure 3: If NO, what is the main constraint preventing the use of Audio-Visual materials in your teaching?

Field Survey, 2021

The figure 3 above shows that, 11% of the teacher respondents said they do not use Audio-Visual materials to teach their students because of the high cost involved in acquiring Audio-Visual materials was a constraint preventing them (teachers) in using Audio-Visual materials to teach their students whiles 33% of the teacher respondents said they do not use Audio-Visual materials to teach their students because of the non-enforcement of policy on Audio-Visual usage in the classroom teaching is preventing the teachers in using Audio-Visual materials in teaching in the classroom and the remaining 56% of the teacher respondents said non-availability of audio-Visual materials is preventing them from teaching students with it.

Summary of the Findings

The findings of the results and analysis reviewed that all the students in the nine public Junior High Schools in Effia have not experienced being taught with Audio-Visual materials in the Effia public Junior High schools and this was collaborated with the teachers’ responses where they said they do not use Audio-Visual materials in teaching their students in class.

The findings revealed that although the students in the nine public JHS in Effia are not taught using Audio-Visual materials by their teachers, they still have the desire to be taught using those materials and this was affirmed with a significant majority of the students saying they desired to be taught with Audio-Visual materials in their various classrooms.

Again, the findings showed that, most of the teachers in the public JHS in Effia wants to teach their students using Audio-Visual materials in the classroom and this was affirmed by 7 out of the 9 teacher respondents said they would prefer teaching their students using Audio-Visual materials.

Lastly, the following reasons were assigned by the teachers of the Effia public JHS as the reason for they not using Audio-Visual materials to teach; non-availability of audio-Visual materials is preventing them from teaching students with it, non-enforcement of policy on Audio-Visual usage in classroom teaching and the high cost involved in acquiring Audio-Visual material.
Conclusion

It is evident from this study that, audio-visual materials are not available to be used in the Effia public Junior High Schools as a result of non-availability of the audio-Visual materials which is preventing teachers from teaching their students with it. Additionally, non-enforcement of policy on Audio-Visual materials usage in classroom teaching and learning contributed to teachers non usage of Audio-Visual materials in their various classrooms. With majority of students and teachers desiring the use of Audio-Visual materials in the teaching and learning curriculum, this shows that the students of Effia public Junior high Schools are being deprived of the excitement, joy, fun and insight associated with classroom teaching and learning for higher pursuit. The act of viewing thing from afar in motion, during teaching and learning session in school by the students of Effia public JHS is curtailed and this limits the imagination acts and skills of the students mind thereby contributing to limited foresight and outlook in life perspective.

Recommendations

1. Audio-Visual materials should be made available by Stakeholders in the educational sector such as; like the Parent Teacher Association (P.T.A), the municipal assembly, ministry of education, Ghana Education Service, individual philanthropists and non-governmental organizations.
2. Supervising authority in education should enforce their own policy on the usage of Audio-Visual materials in the classrooms.
3. Teachers must make an effort of teaching their students using Audio-Visual materials.

Implications for further studies

It is further suggested that same study can be done by looking at if from the Senior High School level by being subject or course-specific to determine the impact of audio-visual in teaching and learning.

References


