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

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ABSTRACT
The purpose of this study was to examine the integration of audio visual media in primary school instruction as a factor for reforming the quality of teaching and learning in primary education in order to have sustainable development. The study was carried out in Katagum Local Government Area of Bauchi State, Nigeria, with the following objectives: (i) To establish the types of audio visual media available in public primary schools (ii) To analyse the extent to which teachers integrate audio visual media in instruction of primary schools (iii) To find out challenges of integrating audio-visual media in primary school instruction (iv) To find out the relevance of integrating audio-visual media in primary school instruction. 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 the schools have inadequate audio visual media. In addition, majority of the respondents lacked training on how to handle some of the media. The following recommendations were made: government through the 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 in instruction.

KEYWORDS: Audio-visual media, Instruction, Integration, Reform
INTRODUCTION

All over the world, technology has significantly changed the mode of teaching from traditional to modern and interactive forms. This is a great challenge for teachers because the change can only be useful by enhancing motivation, creating interest in the learners, and helping in understanding learning activities more easily. In the teaching and learning process, there are many factors that contribute to 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, availability of audio visual media and effective communication between the teacher and the learner. These factors will 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 realistic, effective, interesting, and meaningful. In addition, audio visual media are tools that provide significant contribution to learners’ retention and recall, thinking and reasoning activity, interest, imagination, better assimilation and personal growth as well as learning development. Ahmad, Hussain and Naseer-ud-Din (2011) emphasized that the integration of audio visual media in instruction can strengthen the learner’s conceptual thinking, boost learning, bring understanding, make the process of learning active and bring useful contribution as well as success in teaching.

Primary education is considered as a vital level of education worldwide as it serves as the bedrock of all education from which all forms of learning skills such as reading, writing and arithmetic stem. The significance of primary education cuts across all levels of education (Mohit, 2011).

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

Aina and Adekanye (2013) have emphasized the importance of audio visual media as effective and vital instruments for teaching. This is because the media are useful for imparting knowledge through the seeing and hearing experience. The authors 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 centred to learner centred method.

However, Nwafor and Eze (2014) stated that integration of audio visual media in the 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 learners since concepts in their subjects are sometimes abstract and difficult to explain verbally. Nwafor and Eze further emphasized that when teachers incorporate audio visual media in their lesson, it helps to sustain learners’ interest, simplify abstract concepts, encourage critical thinking and raise class performance through increased content acquisition.

In line with this, Karehka (2012) opined that in the western world (America, Canada and Europe), advantages of audio visual media, particularly the computer, mobile devices such as smartphone, iPad or tablets and other multimedia gadgets had been explored in handling various aspects 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, 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. The essence is to improve and reform learning achievement and to enhance awareness. It also tends to develop basic skills of creativity and create independent thinking as well as problem solving, which the young generation needs to enjoy contemporary global setting (Alokun, 2012).

As reported by Iyamu and Aduwa (2014), countries like Uganda, Kenya, South Africa, Senegal, Ghana and Nigeria are making efforts and progress to integrate technology in their educational institutions by providing computers and other appliances so as to meet the demands and challenges of globalization. These efforts however, focused on secondary and tertiary institutions, but did not involve the primary level of education. In addition, there is the need for meeting the demand of Education For All (EFA) and Vision 2020 so as to achieve the goals of sustainable development in the country.

It is based on this background that this study set out to look into the issue of integration of audio visual media in instruction in primary schools, as a means of reforming the quality of instruction and to have sustainable development in Katagum Local Government, Bauchi State, Nigeria.

**STATEMENT OF THE PROBLEM**

The quality of instruction being provided for children in primary schools has been a source of great concern for a long time. Thus, there has been complaints about the low performance of children, high dropout and failure rate, poor reading and writing skills among
pupils in primary schools, this seriously has affected all levels of education. This and other problems require serious investigations which this study intends to address.

**OBJECTIVES OF THE STUDY**

The study was guided by the following specific objectives:

1. To identify the types of audio visual media available in public primary schools in Katagum Local Government.
2. To find out challenges of integrating audio-visual media in primary school instruction.
3. To analyse the extent to which teachers integrate audio visual media in instruction in primary schools in Katagum Local Government.
4. To find out the reasons for or against integrating audio-visual media in primary school instruction.

**RESEARCH QUESTIONS**

1. Which types of audio visual media are available in primary schools in Katagum Local Government?
2. What are the challenges of integrating audio-visual media in public primary schools?
3. To what extent do teachers integrate audio visual media for the teaching and learning process in primary schools in Katagum Local Government?
4. What are the reasons for or against integration of audio-visual media in instruction in primary schools?

**SIGNIFICANCE OF THE STUDY**

The findings and suggestions of this study will be useful to primary school teachers by giving them insight on how audio visual media can be integrated to improve the quality of instruction for learners in primary schools. The study shall be of great importance to parents, and other stakeholders as it will enable them to cater for the needs of their children especially in the provision of equipment and gadgets that will foster learning.

**THEORETICAL FRAMEWORK**

Constructivism theory of learning guided this study. The constructivism theory is based on the principle that knowledge is constructed by an active learner. For the constructivists, knowledge is the result from the activity taken by the learner usually in a problem-solving activity, and from reflections of media on those actions. The main feature of constructivist theory is focus on the learner; the learners take responsibility for learning. They become architects of their learning process and the environment is learner-centred (Vygosky, 1978).
DEFINITION OF AUDIO VISUAL MEDIA

Audio visual media stands for many different types of electronic and non-electronic gadgets used 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 media are hardware and software devices through which the learning process is carried out and encouraged. These include film strip, radio, television, slides, etc. It is a new technological innovation which has great impact on the teaching and learning processes (Friday & 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. The authors explained that hardware audio visual media usually refer 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. Examples of software equipment are blackboard, whiteboard, pictures, cartoons, flashcards, graphs, slides, filmstrips, posters, diagrams, photographs, transparencies, and other programmed learning packages.

Reasons for Integrating Audio Visual Media in Primary School Instruction

As Jadal (2011) observed, the early years of a child’s life are the most impressionable and the learning experiences provided during those years within and outside school 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 used to explain to the child the nature of the world will be the extent to which his mind can open up. It can also help to strengthen and enrich the child’s perception. Therefore, integrating audio visual media in primary school instruction could provide different types of experiences which stimulate the senses and encourage a sense of industry in the children.

Again, Angalakuru (2015) observed that integration of audio visual media into class lessons can help in reducing verbalism and contribute towards the clearness of perception as well as accuracy in learning. It also helps to correct misconceptions and secure additional ideas among 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 scientific methods. Therefore, such media will be of great significance towards the sustainable development of teaching and learning in primary schools.

**METHODODOLOGY**

The study adopted the use of mixed method which involved both quantitative and qualitative research approaches. It is descriptive in nature because it describes the extent of integration of audio visual media in instruction in primary schools in Nigeria. Ten public primary schools and one hundred and two classroom teachers were randomly selected through simple random sampling technique. The study used two instruments for collecting data from the sampled respondents. These were structured questionnaire, and class observation schedule. The questionnaires were served to teachers while lesson observation was made to find out the availability and application of audio visual media in primary school instruction. The data collected were analysed using frequency counts, simple percentages and graphs.

**RESULTS AND DISCUSSION**

**Research Question One:** Which type 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 chart.

![Figure 1: Audio visual media available in the schools](image-url)

From the chart, 91 (91.18%) out of 102 sampled teachers reported that there was availability of flipcharts in their schools, whereas 9 (8.82%) respondents said there were none in their schools. 27 (26.47%) respondents indicated that there were computers while 75 (73.53%) respondents indicated that there were no computers in their schools. 92 (90.20%) indicated that there were pictures in their schools, and 10 (9.80%) reported otherwise.
Similarly, 8 (7.80%) respondents reported availability of LCD projectors while 94 (92.20%) reported lack of LCD projectors in their schools.

Furthermore, 68 (66.67%) teachers stated that there were whiteboards in their schools while 34 (33.33%) reported lack of whiteboards. Equally, 28 (27.45%) respondents indicated that there were televisions in their schools while 74 (72.55%) reported unavailability of televisions. In addition, 29 (28.43%) respondents indicated availability of videos in their schools, while 73 (71.57%) stated that there were no videos in their schools. 95 (93.1%) indicated availability of models, whereas 7 (6.9%) respondents reported that there were no models. In addition, 37 (36.27%) testified to the availability of tape recorders in their schools, while 65 (63.73%) reported otherwise. Lastly, 60 (58.82%) reported the availability of textbooks while 42 (41.18%) reported non-availability of textbooks in their schools.

The findings from the analysis showed that the most available audio visual media in the selected schools were charts, pictures, whiteboards, models and textbooks. The materials lacking were televisions, videos, and computers. LCD projectors were never used in classroom teaching in the sampled primary schools. Therefore, the results of these findings correspond with the research study of Chukwu, Leo, Thecla and Agada (2016) who found that the needed instructional materials were not available at the basic education level in Enugu Education Zone of Enugu State, Nigeria. In general, the analysis on the availability of audio visual media in the sampled schools showed that the majority of these instructional media were inadequate.

**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**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Lack of knowledge in using some of the media</td>
<td>24</td>
<td>23.5</td>
<td>73</td>
<td>71.6</td>
<td>3</td>
</tr>
<tr>
<td>There is large number of pupils in my classroom</td>
<td>43</td>
<td>42.2</td>
<td>17</td>
<td>15.7</td>
<td>22</td>
</tr>
<tr>
<td>Lack of enough time to use some of the audio visual media</td>
<td>21</td>
<td>20.6</td>
<td>26</td>
<td>25.5</td>
<td>47</td>
</tr>
<tr>
<td>Lack of support from school management in the purchase of the media</td>
<td>35</td>
<td>34.3</td>
<td>28</td>
<td>27.5</td>
<td>17</td>
</tr>
<tr>
<td>There is unreliable electricity supply to use some of the media</td>
<td>48</td>
<td>47.1</td>
<td>20</td>
<td>19.6</td>
<td>24</td>
</tr>
<tr>
<td>Inadequate audio visual media in the school</td>
<td>52</td>
<td>50.9</td>
<td>31</td>
<td>30.4</td>
<td>12</td>
</tr>
</tbody>
</table>
The findings 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 some of the audio visual media, especially the sophisticated ones, and only 5 (4.9%) of the respondents reported their disagreement. 59 (57.8 %) of the teachers strongly agreed that there were many pupils in their classes which made it impracticable to use some audio visual media, while 43 (42.2%) of the teachers disagreed. Furthermore, 47 (46.08%) agreed that they had limited time to use various audio visual media as the syllabus was so wide that they may not be able to cover, while 55 (53.9 %) of the teachers disagreed. They 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 was one of the challenges they faced in incorporating audio visual media in the classroom. In addition, 68 (66.67%) of the teachers strongly agreed that unreliable power supply hindered the integration of some of the audio visual media, 34 (33.33) of the respondents disagreed. Lastly, majority of the sampled teachers strongly agreed on inadequacy of audio visual media in their schools.

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

Research Question Three: To what extent do teachers integrate audio visual media for the teaching and learning process in primary schools in Katagum Local Government?

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

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

![Graph showing the extent to which teachers integrate audio visual media in class instruction](image)

*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 often, 40 (39.22%) used it occasionally, 11 (10.78%) used it rarely
and 16 (15.69%) of the respondents indicated that they never used 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 traditional media such as textbook and chalkboard rather than incorporating 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 has been observed, the audio visual media that were frequently used in classroom teaching were chalkboard/whiteboard, textbooks, followed by charts, and pictures. Generally speaking, the results obtained in the area of integration of audio visual media in instruction indicated that majority of the teachers used even the available audio visual media occasionally. This finding is corroborated by findings of the study conducted by Jotia and Mattale (2011) on an evaluation of the use of instructional materials in teaching social studies in primary schools in Botswana. They found that teachers’ use of audio visual media was very poor and that it had negative impact on pupils’ academic performance. Likewise, Abdo and Semela (2010) reported that there was low usage of instructional media in instruction in primary schools in Gedeo Zone of Southern Ethiopia.

**Research Question Four:** What are the reasons for or against integration of audio-visual media on instruction in primary school?

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

![Figure 3: Reasons for or against incorporating audio visual media](image)

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 inadequate flipchats. Similarly, 90 (88%) indicated that projectors were not available in their schools. 67 (66%) of the respondents specified that 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 lacked
training in computer while 50 (49%) indicated computers were not available in their schools. For models and textbooks, majority of the respondents indicated inadequacy 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 of the devices were either inadequate or not available in their schools. Additionally, majority of them revealed that they lacked training on how to handle some of the media, more specifically the electronic ones.

**SUMMARY OF THE FINDINGS**

The following is a summary of the findings:

1. Some types of audio visual media were available in primary schools in Katagum Local Government. However, the findings from objective one revealed that majority of the schools did not have adequate audio visual media like computers, televisions, videos and so on. No school had LCD projector.

2. Result from objective two indicated that only one-third of the teachers often used audio visual media in their lessons while majority of them stated that they rarely used the materials.

**CONCLUSION**

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

**RECOMMENDATIONS**

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

1. The government through the State Universal Basic Education Board should provide funds for acquisition of required instructional media, especially electronic aids so as to create a variety of resources to use.

2. The government should organize workshops, seminars, refresher courses for teachers’ capacity building and sensitization on the current development and progress in integration of audio visual media on instruction in primary schools.
3. 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.

4. All stakeholders including federal, state and local governments and private organizations should contribute financially and materially in the provision of the necessary media for instruction in primary schools.

REFERENCES


