

The impacts of audio-visual aids on students' performance

[Profession](#), [Student](#)



Education is necessary for everyone. Education is very important, without education no one can lead a good life. Education is of two kinds i. e. natural and nurture. In nurture, education given to a child requires proper premises for learning, curriculum, implementation of that curriculum in the school, teachers, teacher's methodology, and use of teaching aids i. e. audio visual aids that make teaching-learning process easy. Teaching and learning are the important elements in education. The teacher use different methods and material to teach their students to make learning effective. With the passage of time, different methods and techniques have been entered in the field of education. Teacher use different aids to make their effective teaching. Teaching aids arouse the interest of learners and help the teachers to explain the concepts easily. Undoubtly, audiovisual aids are those instructional aids which are used in the classroom to encourage teaching learning process.

As Singh(2005) defines: " Any device which by sight and sound increase the individual's experience, beyond that acquired through read described as an audio visual aids"[2]Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strip, projectors radio, television etc., called instructional aids. (Rather, 2004)[3]. Audio visual aids are effective tool that " invest the past with an air of reality." A. V aids provide the learners with realistic experience, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses.

There is famous Chinese proverb “ one seeing is worth, a hundred words” it is fact that we receive knowledge through our senses. There is another proverb that” if we hear we forget , if we see we remember, and if we do something we know it” so it means that use of A. V aids make teaching learning process more effective. As Kishore (2003) said “ A. V aids stimulated thinking and understand.”

The use of A. V aids in teaching learning process has multifarious values (Mohanty, 2001) [6]. A. V aids give chance to the speakers to make a more professional and consistent presentation. The teaching profession is filled with countless opportunities to enrich the academic lives of students, while some concepts and educational objectives will be easy for students to grasp, other will require you to think creatively to ensure that important learning objectives are met. Using A. V aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information (Kunari, 2006)

A. V aids are devices present unit of knowledge through auditory of visual stimuli both with a view to help learning. They concretize the knowledge to be presented and help in making learning experience apple real, living and vital. They supplement the work of the teacher and help in the study of the textbooks. The great educationist Comenius has well said: The foundation of all learning consists in representing clearly to the senses and sensible objects so they can be appreciated easily (Singh, 2005) [8]. Visual aids are important in education system. Visual aids are those devices which are used in classrooms to encourage students learning process and make it easier and

interesting. Visual aids are the best tool for making teaching effective and the best dissemination of knowledge. Research of Cuban (2001) indicated the psychology of visual aids as under, 1% of what is learned is from the sense of TASTE, 1. 5% of what is learned is from the sense of TOUCH, 3. 5% of what is learned is from the logic of SMELL, 11% of what is educated is from the logic of HEARING and 83% of what is learned is from the sense of SIGHT. [9]. Also people generally remember, 10% of what they READ, 20% of what they HEAR, 30% of what they SEE, 50% of what they HEAR and SEE, 70% of what they SAY and 90% of what they SAY as they DO a thing. So there is no doubt that technical devices have greater impact and dynamic informative system.

The researcher wants to explore the “ Impacts of audio-visual aids on students’ performance in high and higher secondary schools of district Nowshera”.

Objectives of the study:

The main purpose of the study is to investigate the Impacts of audio-visual aids on students’ performance in high and higher secondary schools of district Nowshera. Evidence and facts which describe a group or situation, from which inferences or conclusion are drawn are known as data. Analysis of data means studying the tabulated material in order to determine inherent factors or meanings. There are different purposes for analyzing the audio-visual tools. Following are the major objectives of the study:

1. To identify the uses of Audio visual aids at secondary and higher secondary school level.
2. To know the interest of students in Audio visual aids at secondary and higher secondary school level.
3. To analyze the effectiveness of Audio visual aids in teaching learning process at secondary and higher secondary school level.
4. To find out the problems in using Audio Visual aids.
5. To find out the efficiency of teachers in using audio visual aids.

Delimitation of the study

Following are the reason

- Lack in service training for the teachers
- Less interest of principal cooperation
- Problems of technical training
- Mechanical defects in some instruments
- Lack of time

Hypothesis:

The hypothesis of the thesis is

H0: Use of audio visual aids enhance learning process

H1: Use of audio visual aids is effective in teaching of science

H2: Using audio visual aids make teaching learning process easy.

Methods and procedure

Population

All secondary schools were selected in district NOWSHERA as population.

Sample

Through random sampling 10 schools were selected as sample in district NOWSHERA.

Research instrument

Two types of questioners were prepared and administered to the respondents personally.

Data analysis

The gathered data was organized in tables, analyzed and interpreted accordingly. The analysis was expressed in percentage. Finally on the basis of data analysis conclusion was drawn and recommendation was made.

Significance of the research:

Visual aids are the devices that help the instructor to clarify, establish, associate and co-ordinate ideas, understandings and appreciations and support him to make learning more actual, energetic, motivating, encouraging, significant and glowing. Following are the significances of our research.

1. Every individual has the propensity to forget. Proper use of visual aids helps to retain
2. More ideas permanently.
3. Students can study well when they are inspired properly through different visual aids.

4. Visual aids increase the accurate image when the students see and listen properly.
5. Visual assists provide complete information for conceptual thinking.
6. Visual supports create the surroundings interesting for the students.
7. Visual aids help to improve the vocabulary of the students.
8. Visual aids help the teacher to get sometime and make learning effective.
9. Aesthetic aids provide direct experience to the scholars.

Rasool. S Buksh. Q, Batool. S. [10] study to analyze the effectiveness of audio visual aids in teaching learning process at university level. To achieve the purpose of study two questionnaires was design as research tool separately for teachers and students. The questionnaire was administered to 150 students and 50 teachers of The Islamia University of Bahawalpur; (faculty of arts and faculty of science) Mean score was calculated to determine the empirical reaction of students and teachers on each item. The data was analyzed by using standard deviation and Z test. The findings for each statement were made. On the basis offindings, the conclusion was drawn.

This study was aimed at finding out the impact of audio-visual-aided instruction on students' achievement in physics at Cape Coast township of Cape Coast Metropolis, Ghana. The study was a non-randomized pretest-posttest group design. A total of 65 students in Senior High School (SHS) formed the sample for the study. The students were fourth year science students from two purposefully selected co-educational SHS. The two

selected schools were randomly designated experimental and control groups respectively. A validated physics achievement test instrument of a reliability coefficient of 0.76 was administered. Analysis of Covariance (ANCOVA) and t-test statistics were used to test the two hypotheses formulated to guide the study at a significance level 0.05. The results showed that SHS students taught with audio-visual aided instruction performed better than those taught with traditional method. The mean achievement scores of both male and female students improved significantly by the use of the audio-visual aided instruction. It was therefore recommended that SHS physics teachers should explore the use of audio-visual-aided instruction to teach the subject, physics.

The teacher's opinions on the use of visual aids (e. g., pictures, animation videos, projectors and films) as a motivational tool in enhancing students' attention in reading literary texts. To accomplish the aim of the research, the closed ended questionnaire was used to collect the required data. The targeted population for this research was the staffs and students of the public and private educational institutions of District Dera Ghazi Khan. In this research the primary data was used for gathering information. The collected data is analyzed through the SPSS software and also data was represented in the percentage distribution of pie, line, and bar graphs. The analysis of the data indicated that the majority of the teachers and students had positive perceptions of the use of visual aids.

Dahiya. L. S. [13] studied that lessons can be made more interesting with the help of these aids; subject with more practical aspects have more need of

audio visual aids. So many demonstrations can be given with the help of AV-Aids. Av aids make teaching more effective. A practical subject like home sciences can be made more interesting and effective with the help of these aids. Embroidery, knitting, painting, cooking, stitching etc. more information can be given and shown to the students through AV-Aids. And results are found much better. But sometimes in spite of availability of these aids, teachers are not interested in using these aids. Reasons are too many. Lack of awareness among parents, teachers, and students are the main reason. Infrastructure problem are also here. But if overall efforts are used properly than results are fruitful.

The study was descriptive research in nature. Two ten point rating scale questionnaire were developed to collect the data from teachers and student. The intended target population was all the students and teachers of faculty of arts, faculty of science and faculty of education. Out of the whole population, 150 students and 50 teachers were selected through simple random sampling technique.

The analysis and interpretation of the data collected through questionnaire, checklist and interview was made. The questionnaire related to the availability of AV-Aids in school and use of AV-Aids by the teacher in school. They were sorted out separately. Ten questions were asked separately from teachers and students of the respective chosen schools. The total number of yes responses was counted for 10 schools. They were then converted into percentages. In order to know the availability and use of AV-Aids in the schools, the checklist was consulted. The informal interview regarding the

problems faced by teachers in using AV-Aids were sorted out. The interview was taken up and every question was asked. The total number of “ yes” response was counted for ten schools. These were then converted into percentages and were graphically represented.

Population

All secondary schools were selected in district nowshera were selected as population.

Sample

Through random sampling 10 schools were selected as sample in district nowshera.

Research instrument

Two types of questioners were prepared and administered to the respondents personally.

Data analysis

Data obtained through questionnaire was analyzed by surveying in the respective schools using checklist, interview was taken from science teachers of the corresponding schools. Audio, visual, and audio-visual aids were physically checked. On the basis of questionnaire it was seen that the schools are either sufficiently equipped with A-V aids. But they are not used to large extent. The aids are in good quality and also in good condition. But all the teachers are not interested to use A-V aids during their lesson. The gathered data was organized in tables, analyzed and interpreted accordingly.

The analysis was expressed in percentage. Finally on the basis of data analysis conclusion was drawn and recommendation was made.

Purpose of the study

The main purpose of the study is to investigate the use of A-V aids in schools. Evidence and facts which describe a group or situation, from which inferences or conclusion are drawn are known as data. Analysis of data means studying the tabulated material in order to determine inherent factors or meanings. The analysis and interpretation of the data collected through questionnaire, checklist and interview was made. The questionnaire related to the availability of A-V aids in school and use of A-V aids by the teacher in school. They were sorted out separately. The questionnaire concerning the availability of A-V aids were taken up first for every question. The total number of yes responses was counted for 10 schools. They were then converted into percentages. Similarly in questionnaire concerning the use of A-V aids, the yes responses for every question was counted and converted into percentage. The informal interview regarding the problem faced by teachers in using A-V aids were sorted out. The interview was taken up and every question was asked.