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Teachers' Perceptions Regarding the Effectiveness of Audio Visual Aids at Secondary School Level

Naseebullah Kakar[1]*, Sajida Naureen[2]

1. M Phil (Education), University of Balochistan, Pakistan.

2. Assistant Professor (IER), University of Balochistan, Pakistan. Email: snaureen2005@gmail.com

* Corresponding Author's email: naseeb.barak@gmail.com

Abstract – The study was aimed to assess the Female teachers' perceptions regarding the effectiveness and usage of Audio Visual (AV) aids at secondary school level in district Quetta. A sample of 75 respondents from conveniently selected five girls' schools was taken from the total population of Government girl's high schools in the district. The data from fully structured questionnaire based on five-point Likert scale reveal the results of AV aids are very effective in mean and percentile in this study. The results show that the utilization of AV aids enhances and stimulates students toward learning and help in retention. The results also show that teachers need training about the usage of AV aids. Recommendations for the usage and training of AV aids for learning and teaching process are given based on the findings of this study.

Keywords. Audio Visual aids, Effectiveness and Usage, Secondary school, Teaching and Learning Process

1. INTRODUCTION

Balochistan, the province of Pakistan is the largest province in terms of area with its unique characteristics, demography and socio-economic scenario. Balochistan has low literary rate where male literacy rates is 59% and female is 25%, but the gross enrolment rates (GER) of women is 49% and net enrolment rates (NER) of female at primary level is only 30%. (PSLM, 2013-14). In the country 6.7 million children are out of school in which 55% of girls, (EFA 2015).

Feeblest socio-economy as compare to other provinces, least Industrialization, high levels of poverty, highest gender gaps, and Poor transport & communications infrastructure and the weakest education and health systems make Balochistan less develop province of the country. Baluchistan is the largest province and covers about 44% of the total area of the country and the population is 6.8 million with only 5% of the country's Population. Balochistan also covers about 900 Km shore with Arabian Sea and 1000 km border with Afghanistan and Iran. Balochistan is multilingual province, and the majority population consists of Baloch and Pashtuns tribes (Naz, 2003, BESP 2013-17 & EFA, 2011-15).

Education is a dynamic and vital requirement for contesting poverty, empowering and authorizing women, supportable economic development and prosperity, labor productivity, protecting and guarding children from dangerous, equalization of educational ranks, elimination of regional and tribal inequalities and gender discriminations, stimulating human

rights and democracy and protecting environment. For achieving the above purposes the provincial government is providing formal education in four stages to complete matriculation like the primary stage from 5 to 9 years, middle stage from 10 to 12 years and secondary school stage has two classes 9th and 10th. Overall only 27.8% of children aged group of 12 to 17 years are attending secondary or higher stages in which the female ratio is only 19.1 percent (MICS, 2010; PESP, 2013-17).

Absence of financial resources, outdated assessment and examination system, poor communication structure and policy application, increase of dropout, structural and management problem, lack of professional development and instructional materials (Audio Visual Aids), absence of monitoring and supervision system, shortage of coordination, and curriculum issues are the main causes of poor education system in country (Iqbal et al. 2013). It is necessary to provide guidelines, resources, tools and educational materials to develop the educational institutions and help students, parents, educator's guardians, and civil society to creating safe, supportive and favorable educational environment to achieve the goals, developing skills and knowledge (PESP, 2013-17).

After 18th constitutional amendment the education department along with others transmitted to provinces, therefore on the behalf of 18th constitutional amendment the provincial government approved the Act on 12th of March, 2013 on Free & Obligatory education from 5 to 16 year old children in the province. The Act is now title "Balochistan Compulsory Education Act 20B". In the province government public schools are Urdu medium and provide free education. Government also provides free text book for level 1 to level 10. The provincial capital Quetta is the only one city where quality education facilities are available to some extent (EFA 2011-15).

It is proven that Audio Visual aids (AV aids) plays a vital role in enhancing and stimulating the students toward teaching and learning process. Teachers has positive view's in response to the utilizations of AV aids because Audio Visual aids creates pleasant learning environment in classroom, arouse students' interest and help students to understand the texts well. Audio Visual aids are the instructional tools which has countless effect on the, skills and knowledge of students (Hussain et al. 2015).

The usage of AV Aids as teaching method improves and stimulates students thinking and create pleasant environment (Mathew & Alidmat 2013). Secondary level is the utmost crucial stage for students of the age of 13 years. The basic awareness, perception and models of performance starts at that stage and students take adjustment with the novel characters in life (Murtuza et al. 2012).

Al-Yaari (2013) stated that AV Aids can be utilized for improving the different skills like language, listening, communication, written skills, sound system, vocabulary building and grammatical structures. Studies show that students need motivation for their success and teachers always work hard to motivate and develop their interest in classrooms, so here audio visual aids play very important role for motivation. Instructional based teaching make the students active and alert. Instead of simple a passive listener the students took energetic participation in the class activities. Studies show that the utilization of AV Aids makes the teachers attitude professional and interested (Akram et al. 2012).

Therefore the researchers think there was no search had been undertaken to find the effectiveness of Audio Visual aids in Quetta district (the capital of Balochistan). The study therefore investigated the female teacher's perception about the effectiveness of AV aids at secondary level in Quetta district. The study explored the usage of Audio Visual aids at secondary school level at government high schools too. The study also examined whether female teachers need training about the use of Audio Visual aids.

2. LITERATURE REVIEW

This study was based on different research studies, papers, and articles which are associated to the teaching and learning process, effectiveness and usage of Audio Visual aids at different academic level. This study has given the views of different related topics authors printed in online educational journals. AV aids has very strong contribution to gain the achievement of the planned objectives of education in any institution. It is proved a way to provide information, change the students' habits, and enhance the students' skills and attitude. Audio Visual aids are very significant for teaching and learning process. It provides opportunities to make clear conceptual thinking and understand the difficult concepts. Students are inspired very quickly through AV aids because these tools create the environment very interesting. Some of the relevant literatures are mentioned in the following.

Aravind (2015) stated that teaching is the process in which certain amount of information and knowledge is communicated and developed different skills, attitudes, interests and values among students. The authors added more that with the help AV aids teacher can make teaching and learning process more effective. AV aids saves teachers as well as students' time. A message which can be described and explained in so many words, can be easily explained, and communicated by a picture. There is a famous chines proverb "A picture is more precious than hundreds of words".

Ali et al. (2011) recommended that the performance of the learners will be increased if the availability of instructional aids is insured and efficiently utilized. They stated that communication among teachers and students can be improved if teaching and learning process equipped with AV aids. They also added that the utilization of AV aids can make teaching and learning process more effective and it must be essential part of curriculum contents and should work as a fundamental part of the education system. The students personal understanding and thinking can be stimulated and improved by using AV aids in classroom and it make the classrooms environment more pleasant (Mathew & Alidmat 2013). They also emphasized that AV aids must be related to the contents of a course to get the subjects more beneficial to students.

AV aids is the one of the most effective solutions in case of providing life-like atmosphere and experience in the classrooms. Today, AV aids make teaching and learning a real, meaningful and life-like activities and original colors of life can be demonstrated with the usage of AV aids in classrooms. (Krishna & Yadav 2014). AV aids increase the remembrance, save the time and imitate the language utilization of students (Al- Yaari 2013). He also stated that it attracts and maintain students' attention, clarify concepts and words meanings, add varieties of activities in class, improve the attainment and enhance the verbal communication

of students. AV aids can be used for improving the different skills like language, listening and speaking skills, written skills, sound system vocabulary building and grammatical structures Consequently,

Kadzera (2006) stated that the use of these aids bring confidence in students to operate a new product and generate a wish to learn more and more. The utilization of instructional materials (AV aids) in class has the latent to help and support the teachers work. In other words, the use of instructional materials also facilitate teachers' skill, enhance teachers' morals and stimulate the methodology of teachings to support and simplify new concepts and ideas more clear in teaching to classrooms. Beggs (as cited in Kadzera, 2006) stated that *"Audio Visual aids are very effective communicative tools between the teachers and students and save the instructors' time and energy. It supports the creativity, curiosity, critical thinking and reasoning"*. It is also proven that teachers' initiatives make the class interesting and effective more easily with the utilization of Audio Visual aids. Awasti (2014) concluded that the correct usages of Audio Visual aids are beneficial for students as well for teacher. She suggested that teachers training programs should be planned in a way to help the use of AV aids in classrooms.

According to Kausar (2013) AV aids makes the learning relaxed and enjoyable for learners. Arora stated that students become more excited when they attend lectures with the use of AV aids and the topic become clear and easy when they listen to an audio or video clip instead of written on board or lecture. Daniel (2013) said that Audio Visual aids aided instructions create linguistic atmosphere, reduce instructor talking, clarify the subject-matter, and save teachers and students' time and energy.

Natoli (as cited in Ashaver & Igyve 2013) stated that *"Audio Visual materials are rich opportunities for learners to improve communication skill while actively engaged in solving meaningful problems"*. They also cited the study of (Gopal, 2010) that *"AV aids facilitate the retention, attainment and the recall of lessons because they seem to arouse the extreme response of the whole organism to the situations in which learning is done".* In other words, AV aids play an important role for making the learning never lasting and permanent in the minds of students.

The use of AV aids is very important for students' achievements. It attracts the student attention toward the contents and points which are described by teachers. Rasul et al. (2011) investigated that AV aids make teaching and learning process exciting and help the teachers to instruct new ideas in simple ways. It is fact that the uses of AV aids support a teacher to provide knowledge in detail, bring positive change in classroom environment, and make the teaching and learning process more efficient. Daniel (2013) has also stated that due to AV Aids teacher makes his/her lesson interesting and effective, gives clear idea about any situation, so the ideas become in permanent memory of students.

Ashaver & Igyve (2013), Methew & Alidmit (2013) & Shabiralyani (2015) concluded that AV aids is the best substitute to the monotonous environment because it stimulate and improve learning and teaching process and help the students to increase and develop their personal understanding, offer good experiences for successful life and provide more opportunities to strengthen the communication between teachers and students. Okobia (2011) researched that students can faster when they are thought through instructional materials and

teacher can convey his message with interest and motivate students easily toward learning process. The children creativity can be developed through AV aids based teaching. It changes the children views and imagination about the world (Yazer & Arifoglu 2012).

Kalia (2015) emphasized on the use of AV aids and stated that Audio Visual aids aided instruction is worth full for all subjects and teacher can develop their skill in good way. (Noori & Faryardin 2016) revealed that AV aids have very positive effect on student because through AV aids aided instruction students can develop and learn new vocabulary easily. Nirmalya et al. (2015) stated that teacher can enhance the quality of his lecture through AV aids which is more appreciated by students. Madhuri (2013) & Yasin et al. (2014) stated that students' abilities can be accelerated when educational institutions are completely equipped with instructional technologies. When AV aids are combined with curriculum activities, the best achievement will be scored. They added more that AV aids aided instruction is better than traditional teaching methods because it enhance the student's achievement (Nelson et al. 2012). Dilshad & Saeed (2015) also revealed that when teacher use the appropriate AV aids in class students can easily discuss the topics , analyze the contents, elaborate their views, comment and work together in a group.

Macwan (2015) researched that visual aids stimulate students toward developing their critical skills, group discussion and debates. Shehzad & Ahmad (2014) concluded that student is more willing to think through instructional aids. Iqbal et al. (2013) also concluded that the primary education in Pakistan faces many problems due to lack of Audio Visual resources, even government schools do not have the basic instruction resources like books, black boards and library.

3. METHODOLOGY

3.1. Population and Sample

All the female Secondary School Teachers (SSTs) and Junior English Teachers (JETs) of Government girls' high schools of District Quetta constituted the population for this study.

Convenient sampling technique is used to select 75 respondents from the population of SSTs & JETs in five selected government girls' high schools of district Quetta.

3.2. Instrument

A fully structured questionnaire was used as an instrument for the collection of data. The instrument was based on five-point Likert scale which had introductory and statement parts. The teachers were asked to select the most appropriate option against each statement and mark (✓) the appropriate number in the column.

3.3. Limitations of the Study

District Quetta is divided into two towns like Zarghoon and Chilton town. The study was limited to government girls' high schools of Zarghoon town of the district Quetta only due to some constraints, like financial, lack of resources, and shortage of time.

3.4. Data Collection

The researchers himself visited the targeted schools, met each teacher and invited them to take participation in filling the questionnaire. The searcher distributed the questionnaires among the respondents, explained the nature of the study and requested them to view the consent form and fill in the questionnaire as per their best information.

4. RESULTS

The results of this study are given in tabular form below. The data are given in front of each statement in frequency, percentage and mean. The most prominent results are bolded.

S. No	**Statements**	**F**	**SA** Strongly agree		**A** Agree		**UD** Undecided		**DA** Disagree		**SDA** Strongly disagree		**Mean Score**
			F	%	F	%	F	%	F	%	F	%	
1	Training about the usage of audio visual aids is necessary for teachers.	75	60	**80**	15	20	00	00	00	00	00	00	4.8
2	The use of audio visual aids attracts the students' attention.	75	42	**56**	30	40	01	1.3	01	1.3	01	1.3	4.48
3	You can stimulate students toward learning process by using A V Aids.	75	36	48	37	**49.3**	01	1.3	00	00	01	1.3	4.42
4	Through A V Aids teacher can encourage students.	75	32	42.6	36	**48**	05	6.6	01	1.3	01	1.3	4.29
5	A V Aids make learner active in classrooms.	75	45	**60**	26	34.6	03	04	00	00	01	1.3	4.52
6	Audio Visual Aids help students to understand the difficult concepts in easy way.	75	40	**53.3**	35	46.6	00	00	00	00	00	00	4.53
7	A V Aids promote the students participation in class.	75	37	**49.3**	35	46.6	03	04	00	00	00	00	4.45
8	The usage of audio visual aids makes direct contact of student to actual experiences.	75	37	**49.6**	31	41.3	04	5.3	02	2.6	01	1.3	4.37
9	Students acquire more knowledge and skills through Instructions based on A V Aids.	75	35	46.6	36	**48**	02	2.6	01	1.3	01	1.3	4.37
10	Audio visual aids help students in retention.	75	30	40	40	**53.3**	04	5.3	01	1.3	00	00	4.32
11	The utilization of audio visual aids increases the student efficiency in better way.	75	33	44	40	**53.3**	00	00	01	1.3	01	1.3	4.32

12	Students can motivate easily toward the desired learning outcomes.	75	27	36	42	**56**	04	5.3	01	1.3	01	1.3	4.24
13	Through audio visual aids teacher can assess the children's learning.	75	35	**46.6**	35	46.6	04	5.3	00	00	01	1.3	4.37
14	Students' abilities can be enhanced through A V Aids based teaching	75	33	44	39	**52**	02	2.6	00	00	01	1.3	4.37
15	Teacher can create an actual atmosphere through A V Aids.	75	41	**54.6**	31	41.3	02	2.6	00	00	01	1.3	4.48

4.1. Interpretation of the Results

According to the above table the statement No 1 shows that the 80% of the Female teachers were strongly agreed that training about the usage of Audio Visual aids is necessary for teachers. The result shows that none of the teachers were undecided, disagreed and strongly disagreed about the statement. The mean score was 4.8.

Most of the teachers (i.e., 56%) were strongly agreed with the statement No 2 that the use of AV aids attracts the students' attention. The mean score was 4.48. The statement No 3 indicates that the 49.3% female teachers were agreed that teachers can stimulate students toward learning process through AV Aids and only 1.3% of the teachers were undecided while none of them were disagree and the mean score was 4.42. The result shows that the 48% of the teachers were agreed with the statement No 4 that through AV Aids teacher can encourage students in classrooms. The mean score was 4.29.

The statement No 5 indicates that the majority of female teachers (60%) were strongly agreed that AV Aids makes learner active in classrooms, while the mean score was 4.52. The result also shows that the 53.3% of the female teachers were strongly agreed with the statement No 6 that AV aids help students to understand the difficult concepts in easy way, while the mean was 4.53. As indicated in statement No 7 that the 49.3% of the female teachers were strongly agreed that AV Aids promote the students' participation in class; although 4.45 was the mean score. The results of statement No 8 shows that 49.6% of the female teachers who responded to the questionnaire were strongly agreed the usage of AV aids makes direct contact of student to actual experiences, while the 4.37 was the mean score.

The result also shows that the majority of the respondents (48%) were agreed with the statement No 9 that Students acquire and gain more knowledge and skills through Instructions based teaching. The mean score was 4.37. The statement No 10 shows that 53.3% of the female teachers were agreed with the statement that AV aids help students in retention. The result also shows that the mean score was 4.32. The statement No 11 indicates that 53.3% of the teachers who responded to the questionnaire were agreed that the utilization of AV aids increases the student efficiency in better way, while the mean score was 4.32.

According to the above table the statement No 12 clarify that the majority of the female teachers (56%) were agreed that students can easily toward the desired learning outcomes using

AV aids and the mean score was 4.24, while statement No 13 clarify 46.6% of the female teachers were strongly agreed that that through AV aids teacher can assess the children's learning. The mean score was 4.37. The result also shows that the majority of respondents (52%) were agreed that students' abilities can be enhanced through AV Aids, while the mean score of the statement was 4.37. the statement No 15 also indicates that the 54.6 % of the teachers were strongly agreed that teacher can create an actual atmosphere through A V Aids, while the mean score was 4.48.

5. DISCUSSION

The purpose of this study was to examine the female teachers' perception regarding the effectiveness of Audio Visual aids at secondary school level. It has been found that teachers showed satisfactory aptitude toward the use of Audio Visual aids. The study findings revealed that teachers need trainings about the utilization of AV aids. The findings of this study are consistent with the findings found by (Kalia 2015) and (Aravind 2015) for the recommendations of the usage of Audio Visual aids necessary for teachers. This study also revealed that the students' abilities can be enhanced and their class participation can be promoted through Audio Visual aids based teaching. A teacher can encourage and stimulate students toward learning process easily. These findings support empirically the results of Okobia (2011), Suleman (2011) & Yasin et al. (2014) for the statements that instructional materials ensure students' participation, motivation and attract learners' attention and enrich the atmosphere for better learning process.

It was also revealed that the usage of AV aids makes direct contact of student to practical and actual experiences of life that the genuine situation can be brought in class through Audio Visual aids; as mentioned by Krishna & Yadav (2014) too. They also stated that the student consideration is attracted, their interests can be aroused and favorable atmosphere automatically created through AV aids. The findings of this study also verified that the utilization of Audio Visual aids increase the students' efficiency in a better way and motivate them toward desired learning outcomes. Audio visual aids help students in retention and students can learn more skills. Teacher can assess the children learning in easy way. It plays a vital role in class. Similar results were stated by Dilshad & Saeed (2015) & Rasul et al. (2011) with a bit variation in percentages and mean scores. The studies of Arora and Akram et al. (2012) also found that AV aids has infinite impacts on students' achievement because it motivates learners towards learning and make teaching and learning more successful, interesting and effective. It was also revealed that students acquire more knowledge and skills through Instructional based teaching. A study completed by Kausar (2013) supports the result of this study as he stated that the usage of AV aids stimulates students thinking.

6. CONCLUSIONS

The main purpose of this study was to examine the female teacher's perceptions regarding the effectiveness of Audio Visual aids at secondary school level. After the collection and interpretation of the data the researcher arrived at the following conclusion.

- The majority of respondents were strongly agreed that training for teachers is very necessary about the utilization of AV aids.
- The utilization of Audio Visual aids is very helpful in enhancing the students' abilities and stimulating them towards teaching and learning process.
- They were also strongly agreed that AV aids are very value able for students because they attract the student's attention.
- The majority of the reaches were strongly agreed that AV aids makes the student's concept strong, improve their self-learning and students can be encouraged toward learning.
- The majority of teachers were strongly agreed that the use of AV Aids makes students active in class and motivate them towards abstract thinking. Students can understand the difficult concept in easy way and it promotes the students participation in classrooms.
- The majority of the respondents were strongly agreed that the usage of AV aids makes direct contact of student to actual experiences consequently students acquire more knowledge and skills.
- The study also revealed that Audio Visual aids help students in retention and students can motivate easily toward the desired learning outcomes.
- The study also found out the use of AV aids increases the student efficiency and teacher can assess the children's learning in easy way.

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