

# Influence of Audio-Visual Aids on Teaching of Physical and Health Education in Junior Secondary Schools in Ikere Local Government Area, Ekiti State, Nigeria

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## ABSTRACT

*The study investigated the influence of Audio-Visual Aids on Teaching of Physical and Health Education in Junior Secondary Schools in Ikere Local Government Area, Ekiti State, Nigeria. The study adopts descriptive survey of research design. The population of the study consisted of entire students from public junior secondary schools in Ikere local government area of Ekiti State. The sample size of three hundred (300) students was used for the study. The respondents was the students from public junior secondary schools in Ikere local government area of Ekiti State. There are ten (10) public secondary schools in Ikere local government area of Ekiti State. A simple random sampling technique was used to select six (6) secondary schools out of the ten (10) secondary schools in the local government. Then fifty respondents was be randomly selected from each of the selected secondary school ( That is, a total of 300 students was used). The selection cut cross both boys and girls from J.S.S 1, 2 and 3. Five null hypotheses were formulated and tested at 0.05 level of significance. The instrument for the study was self-structured questionnaire. The data collected were analysed using Chi-square ( $\chi^2$ ) statistical analysis. The results of the analyses showed that: the use of audio-visual material promote students' motivation in learning physical and health education; audio-visual aids will enhance learning and re-learning among students of physical and health education; the use of audio-visual aids will not significantly improve students' learning experience in physical and health education; the use of audio-visual aids will not significantly influence students' interest towards teaching of physical and health education; and the use of audio-visual aids will not significantly influence quality of teaching physical and health education. Based on the findings of the study, appropriate conclusions and recommendations were made.*

**Keywords:** Audio-Visual, Audio-Visual Aids, Physical and Health Education, Junior Secondary School.

## Introduction

Technology is a systematic way of doing things by applying scientific and other organized forms of knowledge in the solution of problems for the improvement of the society. Relating technology to education, two concepts emerged according to Olowu (2005), technology in education and technology of Education. He defines technology in education as the application of technology to all the processes which support education within institutions. It involves the use of teaching, machine or audio-visual aids to enrich teaching functions. Technology of education deals with methodology. This is characterized by the adoption of a systematic or process approach to instruction based on clearly stated learning objectives. Ogunranti (2005) described educational technology as a principle and method which bring together men and resources in a systematic bid to effectively resolve educational problems. Ademoyin (2005) who perceived educational technology as a systematic organization of men, machine, ideas and procedures in designing, planning, implementing and evaluating the teaching and learning process in a bid to promote effective learning through a meaningful teaching.

Olawale (2013) stated that the use of technology based materials as instructional materials in the teaching and learning process in physical and health education could best be grouped into three forms: audio, visual and audio-visual aids. The audio deals with sound only, the visual deals with sight (that is seeing only) and audio-visual combines both audio and visual i.e. sound and vision) for instance: audio include such things as radio, record players cassettes gramophone etc. The materials aid teaching through the sense of hearing. They can be used in teaching of so many topics in physical and health education as a subject to aid efficiency in teaching and learning process of physical and health education in junior secondary school classroom. Visual category consists of maps, film strips, specimen, pictures, charts, blackboard, posters etc. This category appeals to the students through the sense of sight. Until facts and instructions are presented in form of visual aid, physical and health education students in junior secondary schools may not readily grasp the meaning of ideas, concepts and facts which are likely to be perceived as abstract by the learners. Audio-visual is the group that consists of a combination of both audio and visual materials. They are therefore materials like television films and projector etc, the use of these aids learning greatly (Olawale, 2013).

According to Igbojinwaekwu, (2013), instructional materials are broad ranges of resources, which can be used to facilitate effective and efficient communication. One of such instructional materials is the audio-visual material. Audio-visual material is a type of instructional material that aids in making ideas or concepts clearer in instructional programmes, but should not be regarded as a substitute for good teaching (Moronkola, 2012). Gbodi and Laleye (2006) posited that videotaped recorder is an audio-visual material useful for programming instruction on topics that are abstract and difficult to explain verbally. Audio-visual aids are most effective tools for developing flawless communication and interaction between student and content as well as student and teacher. These aids not only help to save the time of teacher but also help in developing and arousing curiosity, creativity and motivation. It emphasizes on the comprehension of knowledge and concept as well as keeps working on developing sound foundations for higher and further studies.

According to Anzaku (2011), the term audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language. Visual aids are any devices which can be used to make the learning experience more real, more accurate and more active. Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). Mkpa (2003) opined that people remember ten percent of what they hear, twenty percent of what they see, twenty percent of what they do, and fifty percent of what they hear, see and do, hence, management of learning resources is paramount in teaching and learning. Before modern education was incorporated students was passive listener and teacher was autonomous body who knows what, when and how of education. But in recent years the superiority is shifted towards students. Use of audio-visual aids is preferred as they are considered as 85% of whole teaching and learning (Jadal, 2011). They keep the individual learner focused on what is being taught by the teacher in the classroom session.

Human beings' five senses are the doorway for effective learning, especially seeing, hearing and touching brings maximum knowledge for the individual. It was established that people remember, 10% of what they hear, 20% of what they read, 80% of what they see and do (Lester, 2012). Physical and health education teachers should be aware that students learn in different ways and have different ways of absorbing information and of demonstrating their knowledge during physical and health education class (Tamakloe, Atta & Amedahe, 2005). Physical and health education teachers should employ a variety of teaching strategies and methods to ensure that learners have equal opportunities to learn. New methods and techniques evolve almost every day to supplement existing ones in teaching. Notable among them is technology-supported ones. Kochhar (2004) observed that more recently technology and most especially audio visual aids has been successfully introduced in the field of education in general and physical and health education in particular to make the subject in junior secondary schools more productive and more individual. Most significantly, it has converted a common phenomenon to integrate textbooks with audio visual aids as additional or supplementary resource for classroom setting learning activities.

### **Statement of the study**

Physical and health education as a subject in junior secondary school is very vital to the physical fitness and health of the students. Also, physical and health education teaching in secondary schools enhance students' cognitive development through a healthy mind and functional brain. Despite all the numerous benefits accrued to the physical and health education, the subject has not been given enough and deserved attention when compared to subjects like English language, mathematics and science related subject.

The use of audio visual materials in the teaching of physical and health education has so much benefits that both students and learning environment can derived from its use. The use of audio visual aids helps the teachers to be more effective in the class as the material afford them the opportunity to make use of motion pictures to explain concept and ideas that are very vital in the physical and health education class. More also, audio-visual aids gives the students of physical and health education the opportunity to revisit the lesson of the previous lesson through playback option of audio visual aids and this enhance high level of knowledge retention. But it was observed by the researcher in Ikere local government area of Ekiti State, despite all the benefits that can be derived from the use of audio visual aids in school, its role has not been well established in junior secondary school when teaching physical and health education in many of the junior secondary schools in the local government area.

It is against this background that the researchers was stimulated to investigate the influence of using audio-visual aids in teaching of physical and health education in junior secondary schools in Ikere local government area of Ekiti State, Nigeria.

## **Literature Review**

### ***Concept of audio- visual aids***

Audio-visual aids are teaching tools that educators use to complement their academic lessons. Examples of audiovisual aids include videos, music clips, flip charts, slideshow presentations and overhead transparencies. Audiovisual aids should not be used as the only teaching method, but should be incorporated periodically throughout lessons to provide extra information for students. Akinwale (2015) defined audio-visual aids as those materials which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources; sight as in visual resources or through a combination of senses. Indeed, the variety of such resources is a striking characteristic. Anzaku (2011) referred to audio visual aids as those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language.

Undoubtedly, audio visual aids are those instructional aids which are used in the classroom to encourage teaching learning process. Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The materials like charts, maps, models, film strip, projectors, radio, television etc called instructional aids (Rather, 2004). Sheahan (2016) stated that audio-visual aids allow teachers to demonstrate things to students that, otherwise, may not be clearly conveyed. When teacher lecture to students on a new subject, teacher is limited to verbal descriptions. However, when you can demonstrate something through sight and sound, students pick up more information through the audiovisual experience. For instance, a film clip on ringtail lemurs' mating habits gives students an academic experience they could not obtain from a lecture or a textbook.

Teaching aids arouse the interest of learners and help the teachers to explain the concepts easily. Undoubtedly, audio-visual aids those instructional aids which are used in the classroom to encourage teaching learning process. Singh (2005) defined audio visual aids as any device which by sight and sound increase the individual's experience, beyond that acquired through read described as an audio-visual aids. Audio visual aids are effective tool that invest the past with an air of reality. Audio visual 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 (Jain, 2004). 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 audio-visual aids make teaching learning process more effective.

Kishore (2003) asserted that audio-visual aids stimulated thinking and understanding. The use of audio-visual aids in teaching learning process has multifarious values (Mohanty, 2001). Audio-visual aids give chance to 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 audio-visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information (Kunari, 2006). Audio-visual 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).

### ***Teaching of physical and health education in secondary schools***

The physical and health education learning area is about taking action to enhance well-being. It encompasses three different but related subjects – health education, physical education, and home economics – with a shared conceptual framework and achievement objectives. Jourdan (2013) stated that students learn that well-being is a combination of the physical, mental and emotional, and social and spiritual aspects of people's lives. They learn to think critically and to make meaning of the world around them by exploring health-related and movement contexts. They learn how to bring about sustainable health-enhancing change for individuals, communities, and society.

Physical Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a school or college program. Physical and Health Education is the study,

practice, and appreciation of the art and science of human movement and health (Hardman, 2002). Physical and Health Education is course in the curricula that utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting (Kirui, 2007). It includes education in health, hygiene, first aid, personal safety, and the teaching of manipulative skills. It is an integral part of the schooling process. In schools physical and health education is usually referred to by the abbreviation PHE. There is no doubt that physical and health education as subject carries a primary significance among the entire student body with all their differences, status and experience. Thus, teacher is the corner stone in learning and teaching, and the most important factor in education process. Abedalbasit (2013) pointed out that revealing the importance magnitude of physical and health education is the school's responsibility. This can be achieved through providing sufficient opportunities to sports practicing, achieving physical fitness, adopt health information and habits, and safe attitudes in order to enable a physical and health education program that helps in stabilizing their emotions and assure themselves through several activities.

Exercise and activity habits commencing early in life and the development of healthy lifestyle behaviours among children and adolescents translating into reduced health risks in adulthood and quality education at an early age is paramount (Dobbins, De Corby, Robeson, Husson, & Tirilis, 2009). Hence, schools have been identified as key health settings and are being called upon to give greater attention to their physical and health education programs (Naylor & McKay, 2009). However, Akinwole (2015) opined that audio-visual machine frees the teacher to work with individual students, since he or she is not now required to carry out routine drills. Production of resources by students is another way of individualizing instruction. These audio-visual resources serves, because the information can be gotten from the good use of perceptual instructional materials especially those provided from our locality. When they are used in the class, their familiarity gives a background for understanding the information. McNaught (2007) also observes that audio-visual materials are very useful teaching and instructional as well as promotional aids. He further stressed that where consistency of presentation is desirable and audio-visual materials are useful. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning.

Visual aids help teachers' presentation make things happen. Visual aids help teachers' objectives by providing emphasis to whatever is being said. In the modern teaching system, another essential aid for the teachers is PowerPoint slides. PowerPoint slides have become popular among the teachers from all the disciplines. This tool has made teaching more dynamic with attractive presentations and audio-visualized equipment. Ozaslan & Maden (2013) conducted a relevant study where they found that students learn better if materials are presented through some visual tools. Teachers also believed that PowerPoint makes the content more appealing which draw the attention of the students easily. Corbeil (2007) found out that students like PowerPoint for their brightness, liveliness, clarity and interactivity. It helps the learners to understand better as they can see the visual with examples.

Ozaslan & Maden (2013) found in their study that students learn better if materials are presented through some visual tools. Teachers also believe that PowerPoint makes the content more appealing which draw the attention of the students easily. Using PowerPoint slides, the presenter can keep the main points in bullet point with a lot of variation and visualization. It gives the presenter confidence and can recover his nervousness. Yunus, Salehi and John (2013) asserted that use of visual aids creates interest among the learners in reading. Visual aids create an authentic communication between the readers and the text. It makes the reading process faster and active. And this affords the students the opportunity to go after the lesson they have been taught over and over again. Ode and Omokaro (2007) revealed that learners retain most of what they hear, see and feel than what they merely hear. This concept bears credence to the old Chinese adage which says 'what I hear I forget what I see I remember and what I do I know.

## Hypotheses

The following null hypotheses was tested at 0.05 level of significance:

1. Audio- visual aids will not significantly enhance students' motivation towards teaching of physical and health education in junior secondary in Ikere local government area of Ekiti State.
2. Audio visual aids will not significantly enhance learning and re-learning among students of physical and health education in junior secondary in Ikere local government area of Ekiti State.
3. Audio-visual aids will not significantly improve students' learning experience in physical and health education in junior secondary in Ikere local government area of Ekiti State.
4. Audio-visual aids will not significantly influence students' interest towards teaching of physical and health education in junior secondary in Ikere local government area of Ekiti State.

5. Audio-visual aids will not significantly influence quality of teaching physical and health education in junior secondary in Ikere local government area of Ekiti State.

### Methodology

The survey design of the descriptive type of research was used for this study. The area of the study was Ikere local government area of Ekiti State, Nigeria. The population of the study consisted of entire students from public junior secondary schools in Ikere local government area of Ekiti State. The sample size of three hundred (300) students was used for the study. The respondents was the students from public junior secondary schools in Ikere local government area of Ekiti State. There are ten (10) public secondary schools in Ikere local government area of Ekiti State. A simple random sampling technique was used to select six (6) secondary schools out of the ten (10) secondary schools in the local government. Then fifty respondents was be randomly selected from each of the selected secondary school ( That is, a total of 300 students was used). The selection cut cross both boys and girls from J.S.S 1, 2 and 3.

The researchers used a self-structured questionnaire for collecting data in this study. The questionnaire was made up of two sections, A and B. Section A was used to collect the demographic-data of the respondents which include: name of the school, gender, age, class. Section B was used to elicit information on the five research variables of the study (students' motivation, learning and re-learning, students' learning experience, students' interest and quality of teaching) and it was of Yes or No format of response.

The instrument used for the study was validated order to ascertain its face and content validity. The split-half method of reliability was also applied on the instrument to ascertain its reliability.

The completed questionnaire was analysed. Chi-square ( $\chi^2$ ) statistical analysis was used to test the hypotheses postulated at 0.05 level of significance.

### Results

**Hypothesis 1:** Audio-Visuals aids will not significantly enhance students' motivation towards teaching of physical and health education in junior secondary in Ikere Local Government area of Ekiti State.

**Table 2: Chi- Square Analysis of Data on the students' motivation towards teaching of physical health education**

S/N	ITEMS	NO	YES	$\chi^2$ -cal	$\chi^2$ -tab	df	Remark
1.	Does the use of audio-visual material promote your motivation towards the learning of physical and health education?	86	214	27.307	3.84	1	*S
2.	Do you receive motivation from your teachers when using audio-visual materials in the classroom?	110	190	10.667	3.84		
3.	Will method used in applying the audio-visual to learning increase your motivation?	158	142	0.427	3.84		
4.	Does the use of audio-visual materials bring about intrinsic motivation in you?	138	162	0.960	3.84		
5.	Does the use of audio-visual materials brings about extrinsic motivation in you?	134	166	1.707	3.84		

**P < 0.05**

The table above reveals that  $\chi^2$ -cal = 27.307 and 10.667 for item no. 1 and 2 respectively is greater than  $\chi^2$ -tab = 3.84 showing that at  $p < 0.05$  and  $df=1$  (i.e.  $\chi^2$ -cal >  $\chi^2$ -tab) in all cases. While item No. 3, 4 and 5 having  $\chi^2$ -cal = 0.427, 0.960 and 1.707 respectively is less than  $\chi^2$ -tab. Therefore, the result is significant; showing that the use of audio-visual material promote students' motivation in learning physical and health education.

**Hypothesis 2:** Audio-Visuals aids will not significantly enhance learning and re-learning among students of physical and health education in junior secondary in Ikere Local Government area of Ekiti State.

**Table 3: Chi- Square Analysis of Data on the students' learning and re-learning towards teaching of physical health education**

S/N	ITEMS	NO	YES	$\chi^2$ -cal	$\chi^2$ -tab	df	Remark
1.	Do student who learn through the use of audio-visual material take time to go over what they have been taught?	104	196	14.107	3.84	1	*S
2.	Do audio-visual help you to retrieve your lost data?	134	166	1.707	3.84		
3.	Do you learn on your own after the use of audio-visual materials in the normal class?	132	168	2.160	3.84		
4.	Do audio-visual materials help you to promote your learning skills in physical and health education class?	152	148	0.027	3.84		
5.	Does the use of audio-visual materials in physical and health education class help you to practice on your own?	126	174	3.840	3.84		
6.	Do the uses of audio-visual aids help you as a student of physical and health education to recall what you have been taught in class?	114	186	8.640	3.84		

$P < 0.05$

The table above reveals that  $\chi^2$ -cal = 14.107, 3.840 and 8.640 for item no. 1, 5 and 6 respectively is greater than  $\chi^2$ -tab = 3.84 showing that at  $p < 0.05$  and  $df=1$  (i.e.  $\chi^2$ -cal >  $\chi^2$ -tab) in all cases. While item No. 2, 3 and 4 having  $\chi^2$ -cal = 1.707, 2.160 and 0.027 respectively is less than  $\chi^2$ -tab. Therefore, the result is significant; showing that audio-visual aids will enhance learning and re-learning among students of physical and health education.

**Hypothesis 3:** Audio-Visuals aids will not significantly improve students' learning experience in physical and health education in junior secondary in Ikere Local Government area of Ekiti State.

**Table 4: Chi- Square Analysis of Data on the students' learning experience in physical health education**

S/N	ITEMS	NO	YES	$\chi^2$ -cal	$\chi^2$ -tab	df	Remark
1.	Do audio-visual aids broaden your experience in other related field?	154	146	0.107	3.84	1	*S
2.	Will learning experience through audio-visual aids help you to face educational challenges?	160	140	0.667	3.84		
3.	Does the use of audio-visual aids guide you in your other school work?	122	178	5.227*	3.84		
4.	Do the skills acquired from the use of audio-visual aids in physical and health education class increase your performance	142	158	0.427	3.84		

$P < 0.05$

The table above reveals that  $\chi^2$ -cal = 0.107, 0.667 and 0.427 for item no. 1, 2 and 4 respectively is less than  $\chi^2$ -tab = 3.84 showing that at  $p > 0.05$  and  $df=1$  (i.e.  $\chi^2$ -cal <  $\chi^2$ -tab) in all cases. Therefore, the result is not significant; showing that the use of audio-visual aids will not significantly improve students' learning experience in physical and health education.

**Hypothesis 4:** Audio-Visuals aids will not significantly influence students' interest towards teaching of physical and health education in junior secondary in Ikere Local Government area of Ekiti State.

**Table 5: Chi- Square Analysis of Data on the students' interest towards teaching of physical health education**

S/N	ITEMS	NO	YES	$\chi^2$ -cal	$\chi^2$ -tab	df	Remark
1.	Will the use of audio-visual aids make physical and health education class interactive?	108	192	11.760*	3.84	1	*S
2.	Do your class mates show interest in the use of audio-visual materials?	154	146	0.107	3.84		
3.	Does the use of audio-visual bring about positive attitude of the student in physical and health education class?	132	168	2.160	3.84		
4.	Do the use of audio-visual aids makes you to lose interest in learning physical and health education?	144	156	0.240	3.84		
5.	Does the use of audio-visual aids help to attract your attention in class?	158	142	0.427	3.84		

**P < 0.05**

The table above reveals that  $\chi^2$ -cal = 0.107, 2.160, 0.240 and 0.427 for item no. 2, 3, 4 and 5 respectively is less than  $\chi^2$ -tab = 3.84 showing that at  $p > 0.05$  and  $df=1$  (i.e.  $\chi^2$ -cal <  $\chi^2$ -tab) in all cases. Therefore, the hypothesis is accepted; showing that the use of audio- visual aids will not significantly influence students' interest towards teaching of physical and health education.

**Hypothesis 5:** Audio-Visuals aids will not significantly influence quality of teaching physical and health education in junior secondary in Ikere Local Government area of Ekiti State.

**Table 6: Chi- Square Analysis of Data on the quality of teaching physical and health education**

S/N	ITEMS	NO	YES	$\chi^2$ -cal	$\chi^2$ -tab	df	Remark
1.	Does teacher's teaching method improve you in using audio-visual aids?	146	154	0.107	3.84	1	*S
2.	Does the quality of teaching of your teachers influence your performance in physical and health education class?	158	142	0.427	3.84		
3.	Does the quality of teaching of your teacher improve while using audio-visual aids?	134	166	1.707	3.84		
4.	Does the quality of teaching of your teacher impact knowledge to you in using audio-visual aids?	104	196	14.107	3.84		
5.	Does the frequent use of audio-visual improve teachers' quality of teaching in class?	146	154	0.107	3.84		

**P < 0.05**

The table above reveals that  $\chi^2$ -cal = 0.107, 0.427, 1.707 and 0.107 for item no. 1, 2, 3 and 5 respectively is less than  $\chi^2$ -tab = 3.84 showing that at  $p > 0.05$  and  $df=1$  (i.e.  $\chi^2$ -cal <  $\chi^2$ -tab) in all cases. Therefore, the result is not significant; showing that the use of audio-visual aids will not significantly influence quality of teaching physical and health education.

### Conclusions

In line with findings of this study, the researcher made the following conclusions: audio-visual aids enhanced and boost students' motivation in learning physical and health education. Audio-visual aids enhanced learning and re-learning among students of physical and health education. Audio-visual aids did not improve students' learning experience in physical and health education. Audio- visual aids did not influence students' interest towards teaching of physical and health education. Audio-visual aids had no influence on quality of teaching physical and health education.

## Recommendations

The researchers recommended that:

1. State government should work in collaboration with old students association in providing relevant and modern audio- visual aids that can enhance and boost students' motivation in learning physical and health education. Also, teachers of physical and health education should make sure that the aids are being used in every physical and health education class.
2. School management should provide audio-visual aids in junior secondary schools with developed software that store data and retrieve data at any the students may need it in such a way that it can enhance learning and re-learning among topic already taught in physical and health education.
3. Teachers of physical and health education should be trained and re-trained in the use of audio-visual aids in order to maximize its benefits in improving students' learning experience in physical and health education.
4. Teachers should make sure that they always introduce their lesson with the use of audio-visual aids so as to create and sustain students' interest towards teaching of physical and health education.
5. Physical and health education should be made mandatory in using audio-visual aids as a medium of instructional resources in physical and health education class and this will in turn optimize their teaching skills and improve quality of teaching physical and health education in junior secondary schools.

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**A good head and a good heart are always a formidable combination.**

**~ Nelson Mandela**