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THE IMPACTS OF AUDIO-VISUAL MATERIALS IN TEACHING PHYSICAL AND HEALTH EDUCATION AMONG GOVERNMENT JUNIOR SECONDARY SCHOOL STUDENTS IN ZARIA LOCAL GOVERNMENT AREA OF KADUNA STATE, NIGERIA

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Abstract

This study was conducted to examine the impact of audio-visual materials in teaching Physical and Health Education among Government Junior secondary school students in Zaria local government area of Kaduna State, Nigeria. The study employs a descriptive survey design. The target population comprises all government junior secondary schools in Zaria local government area of Kaduna State with a total number of eighteen (18) government junior secondary schools and thirty thousand eight hundred and forty (30, 840) students in Zaria local government area of Kaduna State, where four (4) wards (Kaura ward, Kufena ward, Gyallesu ward and Tukur tukur ward) were selected out of thirteen (13) wards in Zaria local government area of Kaduna State by simple random sampling and proportional sampling techniques by balloting the respondents from JSS II and JSS III. Data was gathered mainly with the aid of questionnaire. The result revealed from the majority of the respondents 88.75% (213) shows evidence of negative usage and availability of audio-visual materials in teaching Physical and Health Education as a subject in Government Junior Secondary Schools in Zaria local government area of Kaduna State. The study concluded that using audio-visual materials as a teaching method stimulates thinking and improves the learning environment in a classroom. It was recommended that teachers should make an effort to teach their students using audio-visual materials.

Keywords: Impact, Audio-visual materials, Students, Physical and Health Education (P. H. E)

Introduction

Physical and Health Education is a part of total education that deals with the all-round development of an individual through carefully selected physical activities and acquiring health knowledge necessary for maintaining healthful living (Abass and Angba, 2020). Through Physical and Health Education, students learn physical activities that can improve their cognitive ability, acquire health habits that can lead to total fitness, acquire knowledge of good nutrition essential for proper growth and development, and knowledge of personal hygiene and drug use among others.

Physical and Health Education represent the only time and place for every child to learn knowledge and skills related to physical activities and to be physically active during the school day. It is also the only time and place for all children to engage in vigorous or moderate-intensity physical activity safely because of the structural and specialist-supervised instructional environment (Abass and Angba, 2020). In recent times, there has been an increasing concern for effectiveness and efficiency in the learning process. Anzaku (2011) opined that any success must be achieved in attaining effective student learning outcomes. The teacher must know the instructional materials that are available for teaching a particular subject or topic and be able to utilise them to attain the expected students' learning outcomes.

Audio-visual is defined as the combination of various digital media types such as text, images, sound and video into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. In other words, Audio-visual means "an individual or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see and hear next" (Dike, 1993). According to Nwankwo (2004), Audio-visual materials refer to devices of hardware and software through which the learning process may be encouraged and carried on. Such devices include models and mock-ups, video-taped instructional packages, film strips instructional television, slides and transparencies, pictorial illustrations, graphic materials and maps; and three-dimensional figures. They could also include radio vision and computers. Mcnaught (2007) viewed audio-visual materials as important aspects of teaching and learning in all stages of education. They are considered as essential means of increasing effectiveness in teaching and learning, they make learning more interesting thereby contributing to the depth and way of learning.

Statements of the Problem

There is an urgent need to improve the quality of education to bridge the gap between developed and developing nations, and audio-visual instruction is considered a necessary tool for this purpose. However, the preservation of audio-visual alone will not stimulate significant changes in a school. Additionally, the integration of audio-visual in physical and Health Education remains a significant issue in the quest to provide holistic educational encounters to learners in the Zaria local government area of Kaduna State. However, this seems to be absent in the provision of P. H. E to Government Junior secondary school students in Zaria. Hence, the a need to conduct this research to ascertain the veracity of the use of audio-visual materials in government junior secondary schools in Zaria.

The importance of audio-visual materials in the teaching and learning process can not just be overemphasised. This is as Ngozi et al., 2012 unanimously agreed that audio-visual materials are important and useful in education because the normal learner as far as the function of his preceptor mechanisms are concerned, gains understanding in terms of multiple impressions recorded through the eye, ear, touch and other senses. Despite its importance to the teaching of any school subject including P.H.E., many of its teachers hold the notion that the subject is a simple one that requires little if any preparation (Talabi, 2004).

Moreover, the methods required in the teaching of P.H.E are numerous such as inquiry, discussion, role-playing, drama, buzz grouping, and traditional methods all demand a lot of preparation on the part of teachers and students alike. The pattern of teaching adopted by most teachers today is mostly abstract in form, without being supported by the use of appropriate aids. The inability to select appropriate audio-visual materials and sometimes its irregular use as support to the teaching of P.H.E in classrooms by its teachers was observed to be a strong hindrance to this study. Based on the hindrances, coupled with the fact that students do not retain for long or understand what they are taught without audio-visual aids. Therefore, there is a need to equip the teachers with necessary and available teaching resources in Government Junior Secondary Schools in Zaria local government area of Kaduna State.

Purpose of the Study

The purpose of this study was to examine the impact of audio-visual materials in the teaching of Physical and Health Education among Government Junior Secondary School Students in Zaria local government area of Kaduna State.

Research Questions

1. What is the state of audio-visual materials in the teaching of Physical and Health Education in Government Junior Secondary Schools in Zaria Local Government Area of Kaduna State?
2. What is the impact of audio-visual materials in the teaching of Physical and Health Education among Government Junior Secondary School Students in Zaria Local Government Area of Kaduna State?

Methodology

The research was to examine the impact of audio-visual materials in the teaching of Physical and Health Education among Government Junior Secondary School Students in Zaria Local Government Area of Kaduna State. Only Government Day and Junior Secondary Schools were used for this study. The research design used for this study was a descriptive survey. The population for this study comprised all government junior secondary school students in Zaria local government area of Kaduna State. According to Kaduna State (2020) Annual Census Report; there are Eighteen (18) government junior secondary schools and thirty thousand eight hundred and forty (30,840) students in Zaria LGA of Kaduna State. For the study, stratified sampling was used in selecting schools where four (4) schools were selected while simple random sampling was used in selecting wards in Zaria local government area. Therefore, out of thirteen (13)wards in Zaria local government area only four wards were selected (Kaura ward, Kufena ward, Gyallesu ward and Tukur-tukur ward). Then, proportional sampling techniques by balloting respondents (JSS II and JSS III). All the selection was done through hat-drawn methods where all the names of the wards were written on pieces of paper, folded and inserted into a container, the selection was done by research assistants. Kline (2015) recommended a sample size of 300 for confirmatory factor analysis. The sample size for this study was two hundred and forty (240). A close-ended questionnaire was

used to collect data for this study. The instrument was based on a modified 2-point scale (Dichotomous scale) which requires the respondents to tick the response on each statement that appeals to them. To ensure the validity of the instrument, the questionnaire was vetted by experts in health-related departments for observation and suggestions. The copies of the questionnaire were administered to the respondents during school hours and were collected on the spot. According to Kajang et al., (2004) opined that "for collection and return of questionnaire, it is advisable to distribute and collect on the spot".

Table 1: Student distribution by Wards and Sample Size

S/N	Name of Schools	Wards	Sample Size
1.	GJSS Rimin Doko	Kaura	60
2.	GJSS Kufena	Kufena	60
3.	GJSS Zaria	Gyallesu	60
4.	GJSS Tudun Jukun	Tukur tukur	60
	Total		**240**

Result

Table 2: Demographic Characteristics of the Respondents

S/N	Variables	Frequency	Percentage (%)
1.	**School Type**:		
	Public Junior Secondary Schools	240	100
2.	**Gender**:		
	Boys	115	47.92
	Girls	125	52.08
	Total	240	100
3.	**Class Level**:		
	JSS IIA	60	25
	JSS IIB	60	25
	JSS IIIA	60	25
	JSS IIIB	60	25
	Total	240	100

Source: Researcher's survey, 2023

Table 2 above indicates that the distribution of the questionnaire was done only in public Junior Secondary Schools. The number of girls 52.08% (125) is higher than the number of boys 47.92%(115) which gives a total of 240 respondents in both JSS II and JSS III classes. Therefore, the statistics show that the questionnaire was shared equally in both classes with 25%(60) which gives an aggregate of 240.

Answering the Research Question

Research Question (1): What is the state of audio-visual materials in teaching Physical and Health Education among Government Junior Secondary Schools in Zaria local government area of Kaduna State?

Table 3: The State of audio-visual materials in government junior secondary schools in Zaria local government area of Kaduna State (N=240)

S/N	Items	Responses	Frequency	Percentage (%)
1.	Are audio-visual materials always available in teaching Physical and Health Education?	Yes	27	11.25
		No	213	88.75
2.	Is there any factor that limits the use of audio-visual in teaching Physical and Health Education subjects by the teachers?	Yes	230	95.83
		No	10	4.17

3.	Is it all P. H. E teachers that use audio-visual materials to teach?	Yes	99	41.25
		No	141	58.75
4.	Do you have audio-visual materials mounted in your classroom to teach P.H.E?	Yes	0	0
		No	240	100

Source: Researcher's Survey, 2023

From Table 3, The results showed that few of the respondents 11.25%(27) stated that audio-visual materials are always available to teach P. H. E while the majority of the respondents 88.75%(213) revealed that audio-visual materials are not always available to teach P. H. E which shows evidence of an insufficient number of audio-visual materials in the school. Item number two (2) indicated that the majority of the respondents 95.83%(230) stated to have a factor that limits the use of audio-visual materials in teaching Physical and Health Education subject by their teachers while only a few respondents 4.17%(10) indicated to have no factor that limits its usage, this evidence that there is poor maintenance of the materials. Item number three (3) showed that 41.25%(99) average number of the respondents indicated that all their P. H. E teachers use audio-visual materials to teach, which is evident that their teachers are digitalised and updated. Item number four (4) indicated that all the respondents 240 (100%) stated that they have no audio-visual materials in their classrooms, which signifies evidence of poor governance and leadership from the school management.

Research Question (2): What is the impact of audio-visual materials in teaching Physical and Health Education among Government Junior Secondary School Students in Zaria local government area of Kaduna State?

Table 4: Impact of audio-visual materials in teaching Physical and Health Education among Government Junior Secondary School Students in Zaria local government area of Kaduna State (N=240)

S/N	Items	Response	Frequency	Percentage %
1.	Does the use of audio-visual materials bring about intrinsic motivation to you?	Yes	223	92.92
		No	17	7.08
2.	Do you receive motivation from your teachers when using audio-visual materials in the classroom?	Yes	197	82.08
		No	43	17.92
3.	Does the use of audio-visual materials bring about extrinsic motivation in you?	Yes	99	41. 25
		No	141	58.75
4.	Does the use of audio-visual materials promote your motivation towards the learning of Physical and Health Education?	Yes	213	88.75
		No	27	11.25
5.	Does the method used in applying the audio-visual to learning increase your motivation?	Yes	151	62.92
		No	89	37.08

Source: Researcher's Survey, 2023

Table 4 pointed out that the majority of the respondents 92.92%(223) stated to have intrinsic motivation when using audio-visual materials, which is evident to have good outcomes for the learners. Item number two (2) revealed that 82.08%(197) of the respondents received motivation from their teachers when using audio-visual materials in the classroom, which evident the competency of the teachers. Item number three (3) indicated that 41.25%(99) of the respondents revealed had extrinsic motivation when using audio-visual materials, which evident poor negative use of the materials. Item number four (4) showed that the majority of the respondents 88.75%(213) stated to improve their motivation towards the learning of P. H. E when using audio-visual materials, which evident good work from their teachers. Item number five (5) showed 62.92%(151) of the respondents that the method used in applying the audio-visual materials to learning increased their motivation, which evident positive turn-up from the learners.

Discussion of the Findings

This study was conducted to examine the impact of audio-visual materials in the teaching of Physical and Health Education among Government Junior Secondary School Students in Zaria local government area of Kaduna State. The results of this study indicated that only 11.25%(27) of the respondents stated that audio-visual materials are always available in teaching Physical and Health Education subjects while 95.83%(230) showed that the majority responded to have factors that limit the use of audio-visual materials in teaching Physical and Health Education subject by their teachers, this could be as a result of lack of maintenance or insufficient number of the materials or even the negligence from the subject teachers that do not apply the method of using audio-visual materials in teaching and learning processes. An average number of respondents 41.25%(99) stated that all the P. H. E teachers make use of audio-visual materials to teach. The findings by Kachlar (1991) add that a teacher who has adequate and relevant teaching facilities is more confident, effective and productive. However, using audio-visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information. While all the respondents 100%(240) revealed that they do not have audio-visual mounted in their classrooms. According to Ranasinghe and Leisher (2009), integrating audio-visual materials into the classroom begins when a teacher prepares lessons that use audio-visual in meaningful and relevant ways. The result revealed that the majority of the respondents 92.92%(223) stated that the use of audio-visual materials brings about intrinsic motivation to them. The findings were consistent with Nwankwo (2004) asserted that using audio-visual materials to teach enables students to retain and recall what they have learnt. This is made possible because they were able to visualise what was been taught in the classroom. The result also reviewed that the majority of the respondents agreed to have received motivation from their teachers when using audio-visual materials. This is in accordance with Wikipedia Contributor (2021) that the use of audio-visual materials to teach helps teachers grab the attention of students and also builds interest and motivation in students' learning process and enhances the energy level of teaching and learning of students. It was also reviewed that the use of audio-visual materials promotes the learner's motivation towards learning. This is in line with Kinder (2015) that the availability of audio-visual materials will help the parents as well as the public in determining the choice of school for their children, this is because the wards will be motivated when they are exposed to instructional (audio-visual) materials that will lead to quality of learning and improved performance.

Conclusions

It is evident from this study that, Audio-visual materials are not always available to be used in Government Junior Secondary Schools as a result of the non-availability of audio-visual materials which is preventing teachers from teaching their students with it. Additionally, the research also concluded that using audio-visual materials as a teaching method stimulates thinking and improves the learning environment in classrooms.

Recommendations

Based on the conclusion, the study recommended as follows:

1. The need to establish school/staff community complaint unit should be looked into as a matter of urgency help to address issues which affect the smooth operation of the school teaching and learning process.
2. Workshops should be arranged for the teachers to improve their skills in using audio-visual materials to the needs of students.
3. Supervising authorities in education should enforce their policy on the usage of audio-visual materials in the classrooms.
4. Teachers should make an effort to teach their students using audio-visual materials.
5. Kaduna state government should provide adequate audio-visual materials to every government secondary school.

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