

Influence of Audiovisual Materials on the Academic Performance of Senior Secondary Schools Student's in English Studies in Gwagwalada, Abuja, Nigeria.

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ABSTRACT

This research study empirically examines the effect of Audiovisual Materials on the Performance of Senior Secondary Schools Student in English studies in Gwagwalada Area Council. A survey research design was employed and the study population consists of 3,999 teachers and a research sample 120 teachers were used. As a data collection instrument, a four-point Likert scale questionnaire was used. the data was evaluated using mean and multiple regression, An empirical hypothetical value of 0.05, multiple regression was used with the aid of version SPSS 20, The study discovered that the types of Audiovisual material used have influence on the performance of Students in English studies in Senior secondary schools and the available Audiovisual materials used enhances students' performance in English studies in Senior secondary schools, there, based on these findings it was concluded that Audiovisual Aids play a vital role on student's academic performance in English studies in senior secondary school, the study recommended that he government should organize workshops, seminars and conferences for teachers to enable them up-date their knowledge on new developments on the use of Audiovisual Aids and that funding could be made on the variable that enhances students' academic performance in English studies such as environment, age, textbook, psychological needs, teacher's related factors and counseling services in schools.

Keywords: Influence, Instruction materials, Academic performance, Senior Secondary school, Education

BACKGROUND TO THE STUDY

English language is the lingua-franka in Nigeria and official language of education, government, administrative, law commerce and industry in Nigeria, according to Anyanwu, (2018), this language is a high global prestigious system of human communication which comes in spoken or written, adding that is embodies a structured and conventional way of using words. There the need for secondary school students to be given the basic and fundamental facet of English language cannot be over emphasized. In order to achieve this; there must be instructional materials like Audio visual aids which are permeating the educational system as tools for effective teaching and learning. With audio visual, the communication of information can be done in a more effective manner and it can be an effective instructional medium for delivering information. One of the many ways that information and communication technology can improve learning is through providing access to audiovisual content. A wide range of tools and resources have been made available by instructional media that can be utilized to support or enhance a teacher's efforts to ensure that pupils are learning effectively. Audio visual technology is replacing traditional media technologies, which are acknowledged to be unable to match the demands of current teaching and learning processes.

With the use of this technology, students can learn in a personalized, self-paced environment.

Audiovisual materials play a vital role in bring about effective teaching and learning in senior secondary schools and it have a far reaching influences on the academic performance of students in senior secondary schools. The importance of quality and adequate audiovisual materials in teaching and learning can occur through their effective utilization during classroom teaching. Audiovisual materials here include all the tools that the teachers can use to make the learning more interesting and memorable.

According to Farombi, (2018), audiovisual materials include books, audio materials, visuals, software and hardware of educational technology. He further opines that the availability, adequacy and relevance of audiovisual materials in classrooms can influence quality teaching, which can have positive influence on students' learning and academic performance. Oni (2022) asserts that teachers use audiovisual materials as a strategic tool for planning and delivering instruction. This is because, in the absence of audiovisual materials, they aid in the elaboration of a notion that the teacher could not. This makes learning more comfortable for the pupils, which improves their academic achievement.

Consequently, academic performance can be defined as the learning outcomes that students demonstrate, encompassing an increase in their knowledge, abilities, and conceptual knowledge through courses taken both within and outside of formal classroom settings. It is a way to evaluate how well education stakeholders—students, instructors, and academic institutions, in particular—have met the stated learning objectives and goals, which may differ for different students as well as academic institutions over a period of time. The prevailing fluctuation in the academic performance of secondary school students at macro coverage in public examinations needs the attention of the stakeholders of education, due to dwindling performance.

Like other senior secondary schools in Nigeria, poor students' academic performance is noted in the Gwagwalada, Abuja. The situation is alarming and poses a serious threat to the achievement of highly aspired national industrial economy. If allowed to continue, it will discourage government initiatives to promote quality secondary education. It will also hamper the success of School vision which intends for Nigeria to be among the top educated and learning society by 2024. Hence, this research finds it necessary to investigate the influence of audiovisual materials on the academic performance of student's senior secondary schools in English studies by focusing on the Gwagwalada, Abuja, Nigeria.

Statement of the Problem

In Gwagwalada Area Council, there is a general impression that senior secondary schools are not achieving the desired objectives especially with high incidence of students' poor performance in English studies and other related subjects at senior secondary certificate examination. This situation has assumed a precarious dimension in all secondary schools in Gwagwalada. Studies reveal that most students that participated in WAEC examination performed poorly English studies in senior secondary schools in Gwagwalada in recent time (WAEC Chief Examiners Reports of 2023). The above observations seem to suggest that senior secondary schools is taught in schools without much impact on the lives of the people that is, without achieving its sets objectives in students' lives.

The number of schools and enrollments are increasing while audiovisual materials are inadequate or in sorry state which has created some gaps between the governmental intentions stipulated by the Secondary Education Board and the realities existing in senior secondary schools in, Gwagwalada, Abuja. The gap has led to the emerging criticism that senior secondary schools are not effective, as a large number of students do not acquire required skills and hence perform poorly in their final examinations.

Hence, the motivation of this study which seeks to find out the influence of Audiovisual materials on

academic performance of senior secondary schools' students in senior secondary schools in Gwagwalada-Abuja.

Objective of the Study

The main purpose of this study is to examine the effect of Audiovisual Materials on the Performance of Senior Secondary Schools Student in English studies in Gwagwalada Area Council. Specifically, the study will determine:

1. The types of audiovisual material that can be used to influence the performance of Students in english studies in Senior secondary schools
2. The available Audiovisual materials used in enhancing students' performance in english studies in Senior secondary schools

Hypotheses

The following hypothesis are tested in null form to guild this research. They are as follows:

H₀₁: Types of audiovisual material used has no influence the performance of Students in english studies in senior secondary schools.

H₀₂: Available audiovisual materials used do not does not enhance the performance of Students in english studies in senior secondary schools.

Significance of the Study

The findings of this study will benefit; to school administrators, evaluators and supervisors as well as teachers and students.

As employers of labour, school administrators would see the need to engage only qualified, experience & innovative teachers as students will be taught certain health related skills to enable the students attain proficiency in the social and healthy lives. School administrators may also ensure that they control and manage the classroom for effective teaching of the subject. Also, they shall be informed of the relevant and role of Audiovisual materials in students' academic performance.

This may enable them to make appropriate and adequate provision of audiovisual materials for teachers to enhance proficiency in reading comprehension

Another important stakeholder that may stand to benefit from the findings of this study are the evaluators and supervisors, they shall use the findings from the study to understand the need for continuous evaluation and monitoring of the use of Audiovisual materials in teaching of senior secondary schools for better performance to enable them find out when the teachers are not using them effectively and when they are not achieving the optimal results.

The findings of this study would be of benefit to senior secondary schools teachers at the senior secondary Level. They will be informed of the appropriate use of audiovisual materials when teaching senior secondary schools. They would provide guideline on how to predict student Academic achievement in senior secondary schools by adopting innovative teaching strategy in senior secondary schools

The students, who are the receiving end of the knowledge, shall also stand to benefit of this study. It will make the learners to apply the knowledge acquired from the vocational and practical lessons in senior

secondary schools to live a healthy and balanced physical, mental, moral life and have a social wellbeing and be responsible citizens with their skills in time management as well as healthy upholding.

Scope of the Study

The study specifically covers audiovisual Materials and the academic Performance of Students in English studies in Senior Secondary Schools in the Gwagwalada. The study is restricted to investigation to a manageable proportion by focusing attention on senior Secondary Schools in Gwagwalada, Abuja, Nigeria. More so, the study covers the analyses of components of the Audiovisual materials taking into consideration the types and strategies for enhancing availability, user of Audiovisual materials to influence teachers and student's academic performance as the proxies of the independent and dependent variables respectively. The study was confined to some public senior secondary schools in the Gwagwalada. The private schools were not included because it is perceived that they would not be free to share confidential information. However, the researcher ensured that relevant samples are collected to arrive at much needed information drawing valid conclusions.

LITERATURE REVIEW

Conceptual issues

Concept of Audiovisual Materials

Audiovisual materials serve as a channel between the teacher and the students in delivering instructions. They might also act as inspiration for the process of teaching and learning. It is used to capture pupils' interest and prevent boredom. Teaching with audiovisual tools is very crucial, especially for new teachers. In every facet of their instruction, teachers rely on audiovisual materials. For background knowledge on the subject they are teaching, they require resources.

When they first start teaching, young educators typically do not have a wealth of experience to draw from. When planning lessons, teachers frequently employ audiovisual elements. Teachers also require these tools in order to evaluate their pupils' knowledge. Teachers frequently use assignments, projects, and tests to evaluate their students. Audiovisual materials are essential for all of these activities.

Concept of Academic Performance

The authors of academic performance, stresses that there are two dimensions to academic performance which are: good and poor performances. Good academic performance leads to success while poor academic performance leads to failure. Each of these two performances are experienced by students in one way or the other. In this study, any student who scores in between 50 and 100 out of 100 works will be considered to have a good academic performance while those who will score between 0 and 49 will be considered to have fail/poor academic performance. According to Tella (2017) states that a number of motivational processes are involved in performance. The process can be intrinsic motivation, which is based on Internal factors such as self-determination, curiosity, challenges and personal effort. While extrinsic motivation involves external incentives such as rewards and punishment.

Importance of audio visual aids in teaching English language

According to Aajayi et al. (2010), audiovisual aids are adaptable resources that may be applied in a variety of contexts to support successful English language instruction and learning. These tools help in all kinds of communication by delivering ideas and data. They provide a rather simple method for presenting data. Ajayi et al. (2010) went on to highlight the significance of audiovisual aids, saying that with appropriate selection,

they ought to: Quick learning techniques, Assist in providing the right starting thought, Offer experiences that are previously unknown, Encourage, grow, and alter attitude, Create and maintain curiosity, Clarify and give definite meaning to words and the combat verbalism, Intense expressions, Assist the pupil in learning more, Incorporate variety into the classroom and give teachings a boost and Serve as a reminder and supplement to other learning.

According to Ibrahim (2015), audiovisual tools help English language teachers accomplish their goals and help them make the lesson clear to the students. It helps teachers achieve any one of the following goals: focus and motivation; classroom organization; lesson delivery; memory and recall; guidance; active engagement and response; feedback; performance assessment and evaluation.

In conclusion, it should be highlighted that the ability of the teacher to effectively employ a variety of teaching resources to actualize the goals of teaching and learning is a major factor in the improvement of classroom instruction.

Type of Audiovisual Material in Teaching and Learning of English Studies in Public Senior Secondary Schools

Mustapha (2022) and Azikiwe (2017) state that audiovisual materials are typically categorized based on the features they display. Numerous multimedia resources are available that could be employed in an accounting classroom setting in a profitable and efficient manner. Three general categories could be used to categorize audiovisual content: audio, visual, and audio-visual.

Resources and tools that stimulate the senses of sight, touch, and smell are known as visual aids. They are made up of non-projected tools like adhesives and chalkboards. Visual aids consisting of graphs and illustrations Transportable Projected aids that are three dimensional and consist of film strips, slides, charts, blackboards, posters, books, specimens, etc. Audio-visual aids are educational materials that stimulate the senses of touch, hearing, and sight.

Many different audiovisual mediums, such as line sound film, sound strip projectors, televisions, and video tape recorders, can be employed in the market in a profitable and efficient manner. The audiovisual elements used as audio aids also stimulate the senses of touch and hearing. These consist of radios, tape recorders, records and record players, and language labs.

Specifically, the type of Audiovisual Material in Public Senior Secondary Schools in Gwagwalada includes; Audiovisual Aids, Video tape recorder, Computers, Sound trip projectors, Line sound films and Slideshow presentations.

Theoretical Framework

A lot of theories have been propounded in the area of Audiovisual materials and student's academic performance but this study discusses two relevant theories: Audiovisual Material Theories and Sociocultural Theory of Teaching, Learning, and Development.

Audiovisual Material Theories

Audiovisual material theories assume that there is a direct link between the materials that the teachers use, and the students' learning outcomes. These results include improved learning capacities, effective learning and classroom performance tactics, and a positive learning attitude. Further, these theories assume that Audiovisual materials have the capacity to develop into students the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have positive impact on solving new problems by analyzing the situation and formulating a plan

(Gagné 2015). According to Gagne et al, Audiovisual material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the Audiovisual materials mainly comprise “eliciting performance” and “providing feedback on performance correctness,” in addition to “providing learning guidance” for guided discovery learning. Many of THE ideas have broad implications for secondary teachers in community secondary schools in Rombo district. Many of these ideas have capacity building undertones with themes of students’ acquisition of critical thinking and problem-solving skills. The notion, however, is unrelated to pupils’ ability to think critically about what components of an issue they can handle on their own or in what way.

However, I have the opinion that the purpose of Audiovisual materials or technology in education is to stretch students’ imagination and to encourage them to solve problems in their lives.

Similar ideas are held by Lev Vygotsky, a Russian psychologist who held a view that tools and signs, which are in a form of Audiovisual materials, have the capacity to develop in student’s higher level of thinking, which is important in problem-solving activities. However, since they are considered to be domain-specific, the ways Audiovisual materials can start cognitive development is yet to be studied with respect to classroom teaching. Thus, this study stretches these views.

Sociocultural Theory of Teaching, Learning and Development

The second theory that guided this investigation was the sociocultural theory of teaching, learning, and development. This idea, which drew heavily from Lev Vygotsky’s groundbreaking research, holds that human minds do not develop according to certain predetermined cognitive structures that reveal themselves as an individual becomes older. Rather, this idea suggests that encounters with the social material world throughout life shape how human minds grow.

According to Vygotsky, human mind develops through interaction with materials in the learning process where people learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are distilled into “cultural tools,” which students must learn to use in order to acquire particular knowledge and abilities for handling particular situations and, ultimately, to become qualified for a particular career. These resources in the classroom could be an image, a model, or a method for resolving an issue. However, these tools are typically composites of elements of many levels, and the ultimate multi-level tool is human language, which combines culturally evolved arrangements of meanings, sounds, melodies, communication rules, and other elements.

Learning by using such tools is not something that simply helps the mind to develop. Rather, this kind of learning leads to new, more elaborated forms of mental functioning. For example, when children master such a complex cultural tool as human language, this results not only in their ability to talk but leads to completely new levels of thinking, self-regulation and mentality in general. It is the specific organization of this tool (e.g., the semantic, pragmatic and syntactic structures of language) that calls into being and in effect shapes and forms new facets of the child’s mind. Importantly, cultural tools are not merely static ‘things’ but embodiments of certain ways of acting in human communities. In other words, they represent the functions and meanings of things, as discovered in cultural practices: they are “objects-that-can-be-used-for-certain-purposes” in human societies. As such, they can be appropriated by a child only through acting upon and with them, that is, only in the course of actively reconstructing their meaning and function. And such reconstruction of cultural tools is initially possible only in the process of cooperating and interacting with other people who already possess the knowledge (i.e. the meaning) of a given cultural tool.

This short account is presented here to illustrate the fact that the sociocultural approach, unlike that of Audiovisual materials by Gagne discussed above, not only allows for a synthesis of teaching, learning, and cognitive development; it actively calls for it. This theory implies that Audiovisual materials lead to

cognitive development because they mediate learners' thinking through the tools, and such mediation constitutes the very cornerstone of mental development.

As mentioned earlier. The study discusses the above relevant theories: Audiovisual Material Theories and Sociocultural Theory of Teaching, Learning, and Development. However, it is underpinned by the Audiovisual Material Theories. This is because this present study is very much in line with the Audiovisual Material theory.

Empirical Studies

This There have been several studies on Audiovisual materials and academic performance, for example,

Okoye (2014) investigated the effect of Audiovisual materials on academic retention of students in geography. The research was a quasi-experimental design that was adopted. The data were analyzed and collected using one way analysis of variance and two way of covariance (ANOVA and ANCOVA. The hypotheses were tested at 0.05 level to significant difference in the achievement of students' academic performance taught using Audiovisual materials. The result show that the students taught using Audiovisual materials has significantly higher retention ability than those taught reading comprehension without Audiovisual materials.

In the Yakurr local government area of Cross River state, Effiong, Oji, and Igiri (2020) assess the effect of audiovisual in the teaching and learning of biology by SS II students. Four research questions were developed to direct the investigation in order to manage it successfully. The impact of the teacher's efficacy was ascertained by the application of the descriptive statistical method. A sample of five (5) similar secondary schools was chosen to represent the study's population. The research questions generated for this study were verified by the analysis of the acquired data utilizing the simple percentage approach. The results of the study showed that students who are taught biology by highly competent teachers and who are exposed to audiovisual tools in the classroom perform better.

Adalikwu and Iorkpilph (2013) looked into how students' academic performance in senior secondary school Chemistry in Cross River State was affected by audiovisual resources (teaching aids). Using basic random sampling and stratified random sampling approaches, a total of one hundred senior secondary one (SS1) Chemistry students were chosen from five (5) schools in the Yakuur Local Government Area of Cross River State. A control group of forty SSI students received instruction without the use of audiovisual materials, while the experimental group of fifty students received instruction using them. Using Pearson product moment correlation, a reliability coefficient of 0.67 was attained. According to the study, students who received instruction using audiovisual materials outperformed those who did not, and they also generally understood topics better and achieved high academic goals.

Adeogun (2021) found a significant favorable correlation between academic achievement and audiovisual resources in his study. Adeogun asserts that educational institutions with greater audiovisual resources outperformed those with fewer resources. This result validated Babayomi's (2019) study, which found that the availability and sufficiency of teaching and learning resources helped private schools outperform public ones.

Adeogun (2021) noted that there was a low level of Audiovisual resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential Audiovisual resources are not available.

RESEARCH METHODOLOGY

Research Design

The descriptive survey research design was used in this study to evaluate the variables being investigated. The study considers a research design of survey design because according to Creswell (2012), it is a process in quantitative research in which the researcher conducts a survey or list of questions with a sample or respondents as a whole to define attitudes, behaviors or behaviors. The study is therefore interested in using a questionnaire to study the views of senior secondary school teacher about the effect of Audiovisual Materials on the Performance of Senior Secondary Schools Student in Gwagwalada Area Council. Therefore, a test design will be appropriate to achieve this although the main focus of the study and this will be found in the school record. The researcher considered descriptive research design because it explains the characteristic of the respondents in term of age, work experience ETC. Therefore descriptive survey research method will be eligible to collect data on the Performance of Senior Secondary Schools Student in Gwagwalada Area Council.

Population of the Study

This study covers the entire secondary schools in Gwagwalada, According to FCT secondary education board; there are 13 schools in Gwagwalada area council of the F.C.T. (FCTSEB, 2022). However, the target population is the secondary school teachers in Gwagwalada Area Council are made up of 3,999 teaching staff, made up the study's population.

Sample and Sampling Techniques

120 teachers from the study's target schools were chosen at random as the sample. Six secondary schools were chosen for the study and 10 teachers were chosen from each of the schools to create a total of 120 respondents by way of a balloting system. This was done using stratified random sampling techniques.

Instrument for Data Collection

A two-part, standardized questionnaire was used to collect the data. In Part A, respondents were prompted for demographic data. In section B, issues with the effect of instructional content on teaching and learning were discussed using a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Participants have to check the appropriate box in the column to respond. The questionnaire was provided by the researcher herself.

Validity of the Instrument

When a validity instrument measures exactly what it is supposed to measure, it is considered valid. In this regard, the supervisors and other experts from the Department of Arts Education, University of Abuja, would be consulted in order to determine the instrument for this research project. As a result, a pilot test would be carried out, and the instrument would be given to 35 teachers from a school that was not included in the sample.

Reliability of Instrument

The consistency of an instrument is reflected in its reliability as a measuring device. The Spearman Correlation Coefficient would be used to calculate the reliability index; the reliability was 0.82 and the

instrument was considered dependable and suitable for the investigation.

Procedure for Data Collection

To obtain the data, a standardized questionnaire with two components was used. Respondents were asked for demographic information in Section A. Section B assessed the effect of Audiovisual Materials on the Performance of Senior Secondary Schools Student in Gwagwalada Area Council using a four-point Likert scale with the options Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). To respond, participants must check the corresponding column. The researcher personally administered the survey.

Method of Data Analysis

Mean score and multiple regression analysis was used to examine the data that was collected. The statistical software SPSS version 20 was used to do the analysis. To answer study problems 1 – 4, mean will be used. Any item with a size of 2.50 or above will be regarded necessary. Anything less than 2.50, on the other hand, would be regarded superfluous and a statistical model of multiple regression was used to test the Hypotheses.

The Null Hypotheses was tested at the 0.05 level of significance because if the calculated value of the multiple regressions is greater than the critical value, the Null Hypotheses will be rejected or otherwise accepted

RESULT OF FINDINGS

Descriptive analysis:

Table 1: Demography Characteristics of Respondents

Table 4.1: Showing Gender of the Respondents

Gender	Respondents	Percentage
Male	68	58%
Female	52	42%
Total	120	100

Source: field survey, (2024)

Out of 120 survey respondents, 58% are men and 42% are women, according to Table 4.1. The majority of responders are men; this may be because more men than women attend pre-primary education. The age distribution of these respondents must be determined.

Answers to Research Questions

Table 4.2: The types of audiovisual material that can be used to influence the performance of Students in senior secondary schools

S/N	Audiovisual Aids	SA	A	D	SD	X	Remark
1	Video tape recorder	35	33	22	30	2.60	Accept

2	Computers	47	33	21	19	2.90	Accept
3	Sound trip projectors	45	30	19	26	2.91	Accept
4	Line sound films	20	36	25	30	2.23	Reject
5	Slideshow presentations	39	28	7	19	2.23	Reject

Source: field survey, (2024)

As it can see in table 4.2 above on the types of Audiovisual material that can be used to influence the performance of Students in English studies in Senior secondary schools, a good number of the respondents indicated that types of audiovisual material they have are sound trips and majority agreed that they have computers, while few of the respondents also said that they do not have slideshow presentations and few respondents also indicted that they do have Line sound films respectively.

Table 4.3: The available audiovisual materials used in enhancing students' performance in English studies in senior secondary schools

S/N	Audiovisual Aids	SA	A	D	SA	X	Remarks
6	Video tape recorder	41	33	31	15	2.83	Accept
7	Computers	35	31	29	17	2.57	Accept
8	Sound trip projectors	40	31	32	23	2.83	Accept
9	Line sound films	41	28	30	21	2.74	Accept
10	Slideshow presentations	32	34	22	32	2.55	Accept

Source: field survey, (2024)

As it can see in table 4.3 above on the available Audiovisual materials used in enhancing students' performance in English studies in Senior secondary schools, a good number of the respondents indicated that they have projectors and majority agreed that they have video tape recorder and line sound films, while few of the respondents also said that they do not have computers and few respondents also indicted that they do not have slide show presentations respectively. The overall analysis indicated that the available audiovisual materials used enhances students' performance in English studies in senior secondary schools

Testing of Hypotheses

The hypothesis will be tested at the 5% level of significance

4.4 Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 ^a	.441	.432	.82647

Source: Computed by Author using SPSS Statistical Software (Version 20).

a. Predictors: (Constant), Available audiovisual materials, Available audiovisual materials

The empirical result (R-value 0.664) indicates that Available audiovisual materials, Available audiovisual materials taken together has a strong impact on performance. The R²-value 0.441 implies that Available audiovisual materials, Available audiovisual materials explained 44.1% increase in performance in the studied schools while the remaining 56.9% could be as a result of some variables that are excluded

in the study.

4.5 ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	63.075	2	31.538	46.172	.000 ^b
	Residual	79.916	117	.683		
	Total	142.992	119			
Source: Computed by Author using SPSS Statistical Software (Version 20).						
a. Dependent Variable: Performance						
b. Predictors: (Constant), Types audiovisual materials, Available audiovisual materials						

4.6 Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.936	.208		4.495	.000
	Types audiovisual materials	.166	.071	.171	2.357	.020
	Available audiovisual materials	.578	.071	.592	8.159	.000
Source: Computed by Author using SPSS Statistical Software (Version 20).						
a. Dependent Variable: Performance						

Hypothesis One:

H₀₁: Types of audiovisual material has no influence the performance of Students in english studies in senior secondary schools.

The table showed that a $PV=0.000<0.05$ as well Table 4.6 indicates that the relationship between availability of audiovisual material and performance is significantly statistically with $t\text{-cal.} = 8.159$ greater than $t\text{-cri} = 1.96$. Therefore, we reject the null hypothesis and accept the alternative hypothesis that the types of audiovisual material used influence the performance of Students in English studies in senior secondary schools.

Hypotheses Two

H₀₂: Available audiovisual materials does not enhance the performance of Students in English studies in senior secondary schools

The table showed that a $PV = 0.020<0.05$ as well Table 4.6 indicates that the relationship between audiovisual material and performance is significant statistically with $t\text{-cal.} = 2.357$ greater than $t\text{-cri} = 1.96$. Therefore, therefore, we reject the null hypothesis and accept the alternative hypothesis that Available audiovisual materials used enhance the performance of Students in English studies in senior secondary

schools

DISCUSSION

The findings of this study reveal that Audiovisual Materials have a positive effect on the Performance of Senior Secondary Schools Student in English studies in Gwagwalada Area Council; the study also evaluated the types of audiovisual material that can be used to influence the performance of Students in English studies in senior secondary schools which include: Video tape recorder, Computers, Sound trip projectors, Line sound films and Slideshow presentations

It was further discovered that some the above audiovisual aids are available and they are used in enhancing students' performance in senior secondary schools. The result is in support of the view of adeogun (2021). He observed that teachers had these materials such as bulletin boards, Maps and Globes, Posters, drawing and paintings at their disposals. He therefore called on school heads to continue to supervise their teachers more closely on the use of Audiovisual Aids in the classroom. Okoye (2014), also supported the view that media use in instructions as not encouraging. He stressed further that the students taught using audiovisual materials has significantly higher retention ability than those taught reading comprehension without Audiovisual materials.

CONCLUSION

The findings derived from the study include:

1. The types of Audiovisual material influences the performance of Students in English studies in Senior secondary schools
2. The available Audiovisual materials enhances students' performance in English studies in Senior secondary schools

Based on these findings it was found that Audiovisual Aids play a vital role on student's academic performance in English studies in senior secondary school

RECOMMENDATIONS

Based on the above finding of the study, the following recommendations where made:

1. The government should organize workshops, seminars and conferences for teachers to enable them update their knowledge on new developments on the use of Audiovisual Aids in teaching English Studies.
2. Findings could be made on the variable that enhances students' academic performance in English studies such as environment, age, textbook, psychological needs, teacher's related factors and counseling services in schools.

SUGGESTION FOR FURTHER STUDY

This study could be replicated in other Secondary Schools in the 36 state in Nigeria as a whole so as to make comprehensive comparison between this study and the sub segment ones.

Similar studies can also be conducted in others teaching subjects such as mathematics, science or art related courses

New Knowledge Generated

Studies on the Audiovisual Materials on the Performance abound in literature. However, no specific study has been conducted to determine the appropriateness of such relationship in English studies in Gwagwalada area council of the FCT, Abuja, at least, in the area covered in this study; thus, this study serves to fix up this research gap. After this, the findings of the study, particularly that of the Audiovisual Materials on the Performance of students in Public Secondary Schools in Gwagwalada has added to a parcel of new fact to the pool of available knowledge on the subject matter of this study. Prospectively, with the researcher's contribution to the pool of available knowledge on the subject matter.

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