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# Primary School Pupils' Response to Audio-Visual Learning Process in Port-Harcourt

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**Abstract**
The purpose of this study is to examine primary school children's response on the use of audio-visual learning processes - A case study of Chokhmah International Academy, Port-Harcourt (owned by Salvation Ministries). It looked at the elements that enhance pupils' response to educational television programmes and their hindrances to these programmes, and how audio-visual has affected the learning process. This work will be useful to Designers and presenters of educational television programmes as well as educationalists. Five research questions and one null hypothesis were posed to guide the study to a logical conclusion. A structured questionnaire was designed and administered to a randomly selected one hundred and six (106) pupils. Data generated from the research questions were analyzed using descriptive statistics while the null hypothesis was analyzed using the Pearson Product Moment Correlation Statistics. The findings of this study reaffirmed a high response of primary school pupils to audio-visual learning process and that the use of audio-visual learning process boosts the pupils' social and intellectual ability to develop. Based on the findings of this study, it was recommended that the age range of students should be put into consideration; and that well-produced and sponsored educational programmes by government and private organizations should be encouraged.

## INTRODUCTION

Audio-visual devices are hardware and software through which learning process is encouraged and carried out, such includes; film strip, radio, television, slides etc. Its use is not peculiar in the Nigerian educational system but what is perhaps new, is the technological innovations and the great challenges which education posse to teaching/learning processes. In the past, marbles, cowries, beads etc. were used to effect teaching and learning in Nigeria. The traditional approach to education entailed that a teacher (a reservoir of knowledge) stand before a class and pour all he/she knows to the students, but the advent of other teaching aids has altered the image of the teacher as the sole custodian of knowledge, now seen as a facilitator who brings closer to his/her pupils experience and materials beyond the scope of classroom environment.

Education being an essential tool for teaching men to communicate better; brings about awareness and enlightenment while drawing greater benefits from the exchange established between communication and itself (education).Communication is an inseparable aspect of human existence, and central to all forms of human activities. Hence television, a tool of mass communication performs the functions of: informing, entertaining and educating the mass audience. It uses its unique features to enhance its power to change human behaviour. Television was established in Nigeria in 1959, by the then western region with the aim of using it as an educational tool among other purposes, but instead, it became politician's mouthpiece, and eventually, everyday household appliances, communicating better than other medium with the capacity to motivate learning, as it's a combination of audio, visual and motion.

David Sarnoff (1984:1) noted that television is destined to provide greater knowledge, truer perception, more accurate, appraised broader understanding, greater appreciation and more opportunities. However, sometimes educating through the television is seen as a threat to the products. Nevertheless, there is the urgent need to develop and change the traditional methods of education: Educators and communicators in most developing countries (Nigeria inclusive) have resorted to exploring the useful, unique characteristics and qualities of television in spreading knowledge. Akpan (1987) emphasized the fact that educational television is the use of television as a means of providing educational information in general, this including instructional television, the learners come and go without any serious attachment to the content.

Basically, communication is a function of education and both aim at learning, teaching and sharing of experience. One definitely cannot function without the other. Communication is a tool for learning: learning efforts include using the right and effective instructional tools. The increasing link between education and communication strive towards achieving jointly the aims and objectives of both fields. It also serves as supplements and enrichment to school curriculum, broadcasting stations in many countries have developed interesting, useful and imaginative educational patterns in all fields of learning, while others dedicate separate broadcasting channels in television to educational programmes. Educational programmes however, are usually produced by educators in conjunction with broadcasters. But the misfortune of this is that such co-operation is sometimes lacking in quality and objective.

Since the 15$^{th}$ century, human ingenuity has created major breakthroughs in technology. Modern

technology has accelerated the growth and development of different firm of communication channels. The ability of document knowledge in books has not only broadened knowledge scope, but it has also helped in the invention of other innovation, communication devices like television, radio, film, projectors etc. Crave for knowledge has drawn inspiration from people's ideology, values, living patterns, norms, and equally detects which part to keep pace with present civilization. This is impossible without communication. Ibe-bassay (1998:30) has noted that, it is only through the transfer, transmission and exchange of ideas, knowledge, belief or attitudes from one person to another within a given social organization that learning occurs.

Learning styles research has led to various ways in which to define and test how different people learn. It is one way to define a learner in other to find out how people learn. Learning is an aspect of education. One must learn in order to be educated because education has a basic responsibility to prepare people, particularly children, to accept and adjust to a rapidly changing society. Research has shown that most effective learning situations are those provided for students response and for reinforcement of correct response, this means that pupils in view of educational television programmes need to participate in the instructional process. The inefficiency of the telecommunication system has made most feedbacks on educational television programmers, not to get to the recipient and this will result to non-response.

The research carried out on elementary students from grades three (3) through seven (7) on retention of filmed content, which they were advised to pay attention to sound (Audio) and acts (visuals). After the film shows; questions were asked, it was discovered that there was a high score on audio than visual while older students had higher series than the younger students in respect to the visual question. With the above result, the conclusion was reached that children in the primary grades are more responsive to stimuli.

The results of the research carried out by Stephenson and Siegal postulates the interference theory of forgetting that there is possibility for children to forget what they see on the screen, while on the other hand, all things being equal, children may develop their learned experience in the four walls of the classroom even when new information is added to these experience by the way of their exposure to educational television programmes. Children's attention on certain materials of learning according to their taste, interest, predisposition, and for behavioural pattern to be permanent; 'practice' and reinforcement are also important. In turn, their cognitive structure of schemes (organized patterns of behaviours) changes as they develop (Piaget 1986:140).

Piaget's cognitive of development theory reflects a progression of learning and the characteristics of each stage (or age) which are dependent on what is learnt from their environment i.e. the television. In this case, learners who are attentive are more likely to become more effective through visual aids that are applied in well structural and organized programmes, which will activate their mental operation and increase their desire for learning. Gravman (1966:139) defined cognitive style as that significance of an individual's preference (and ability) for specific kinds of form at selection and information processing. As children watch television, they selectively attend to the information disseminated or seen on the screen, attending particularly to those that grasp their interest, and when attention is attracted, interest grasped and sustained, a response is definite. Children react most often to audio-visual stimulus than other forms of teaching/learning aid, hence the existence of the tendency for positive response to selected educational programmes, television as the audio-visual aid, the response would vary according to their mood, interest and the awareness of their need.

Gabriel (2002) citing Numnircht (1977:29) says idea of a responsive environment for young children based in part on the concept of effect on motivation. The young child has a need to be competent in interacting with his environment to observe the effects of his own action and to have a sense of competence or of being effective. When presenting or teaching educational programmes the presenters/teachers should consider action words, putting more emphasis on manipulative materials such as puzzles, debate, discussions on issues affecting them, handcraft which would elicit a response from the children and may aid in the development of their social and intellectual abilities. However, they respond to certain television programmes in relation or in contradiction to what they perceive.

Ibe-Bassey (1988:26) saw perception as the process of being aware of changes through the senses; it goes beyond the message, picked by eyes, ears, nose and other sense organs. Ibe citing Coiliner (1970:170) contends that we see things in relation to our needs, our past experience and our subjective feeling and this is always the case with children. In perception, much association is used to discriminate one thing from the other in order to arrive at what is desirable.

Motivation learned and unlearned affect perception of situation of all kinds. Emotions are the strongest motivators. It would not be surprising to find that emotion including situations can influence perception. In effect, educational television programs need to be presented as stimulus with the aim of consciously evoking positive behaviour, appropriate and simple words should be used for long term storage. Attract and sustain the children's interest and evoke attention to such programmes.

The basic assumption underlying the "cultivation" and "enculturation" approach is that repeated exposure to consistent media portrayals and themes will influence our perception of these items in the direction of media portrayals. In effect, learning from the media environment (applicable to television) is generalized

sometimes incorrectly to the learning environment (Roger and Joseph, 1987:389). Early researches studies indicate that media (television) portrayals of certain topics could have an impact on audience perceptions, especially if the media were the main source of information. This research study will assist educators and television practitioners whose target audience are children (7-12 years) and those still in the educational learning cadre to really know what lessons, and instructional programmes are to be aired. It would look at the problems existing in the production, transmission and assimilation (on the part of the children) or educational television programmers. Its findings will aid educators, and communicators, realize the necessity to base programmes on the cognitive level of the children, giving an insight into their response to foreign and local educational television programmes. Teachers, parents, media owners, the government, educational institutions and researchers will find this study very useful in their profession.

This study is therefore, tailored to ascertain how primary school pupils respond to educational television programmes. It will address the feasibility of the use of streaming audio and video. Both the practical logistics of utilizing streaming media and the educational impact of this utilization will be considered. The audio-visual scheme; came into existence through the world-wide web, in a very flexible fashion. Its quality is dependent upon the speed of the internet connection, but even with relatively slow modern connections the audio is equivalent to at least an AM radio broadcast. This scheme has allowed the provision of audio and video teaching and learning materials to students in a flexible manner. For example, students were able to listen to current seminars from a remote location, access and review previous lectures. It will be significant for all levels of education. Also, it has the potential to provide immediate and substantial benefit especially for graduate/postgraduate programs at all other stages of education.

## STATEMENT OF THE PROBLEM

Television serves as the modern child's window to his environment and the world in general. The visual elements give its unique feature for effective utilization for children's programmes. The program presenter/teacher can use actors, special set pieces, puppets, interesting make-up and animation, etc. to arouse and attract the attention of the children. However, educational television programmes in most African countries still follow the conventional classroom style and technique. Educational programmes aimed at pupils of a particular age are supposed to address the children in the language they can understand, designed to stimulate interest and hold attention.

The area of investigation is to examine the extent to which audio visual has effected the educational learning process, enhancing learning, transmitting knowledge and the development of children's social intellect, physical skills and abilities.

## PURPOSE OF THE STUDY

The purpose of this research study is to examine the children's ability to respond to lessons in educational televisions programmes; to find out if the lessons in the educational television programmes are remembered or not; to identify factors that can help the children respond to these educational television programmes, and also to ascertain if children prefer educational television programmes or not.

## RESEARCH QUESTIONS

The following research questions guided the study:

1) How do children respond to the educational television programmes?
2) What nature of educational television programmes do pupils in primary schools respond to?
3) What skills can children learn from educational television programmes?
4) Does audio-visual learning process have any advantage on the pupils learning?
5) What factors hinders children's responses to educational television programmes?

## NULL HYPOTHESES

In this study, the two null hypotheses stated will be tested; its acceptance or rejection will reinforce the strength of the research finding.

**$Ho_1$:** There is no measurable relationship between audio-visual learning process and the learning capacity of primary school pupils.

## RESEARCH METHODOLOGY

Survey is a common research technique, used for gathering information in all areas of life, business, consumer groups, politicians, advertisers, etc. also used to conduct public opinion polls. The survey method was adopted for this work, because it has been proven to be reliable and useful in gathering information on audience research, it also allows the researcher to examine many variables, such as demographic and life style.

The population of study was made up of children at the Chokhmah International Academy, Port-Harcourt. This selection was made based on the assumption that Port-Harcourt being a town will provide with a relatively constant power supply and that most resident's should own at least a television set which will enable the children watch educational television programmes regularly. One hundred and six (106) pupils were randomly selected from the population of the study.

The researcher used questionnaire to get information from the sample respondents. One hundred and six (106) copies of questionnaire with open and close ended questions were administered. The questionnaire contained twenty (20) questions. These questions were drawn from research questions and objective.

The questionnaires were administered by two graduate students. The students received some coaching from a member of the graduate faculty knowledgeable in communication research on how to approach the subjects and how to perform the interview where necessary. The researcher assumed that for either health or educational reasons, some of the subjects might not be able to fill out the questionnaires on their own. To deal with the situation, the questionnaires were distributed to all of the subjects to fill out. Those who could not fill out the questionnaires were interviewed by the researcher using the subject's responses to complete the questionnaire.

The instrument was administered to the head-teachers of the population used for this study for review, screening and evaluation. The content validity was affirmed by these experts.

Data generated from the research questions were analyzed using the simple percentage method. This method of analysis is simply, adequate in terms of data analysis and accuracy. This simple percentage procedure was used to calculate in percentage, the number of respondent that chose one particular response against the other. The chi-square test was used to test them if there was a significant difference between the frequency in which classroom lessons and television lessons are remembered.

## DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

**TABLE 1:** ***Pupil's Responses to Educational Programmes***

| RESPONSE | NO. OF RESPONDENTS | PERCENTAGE (%) |
|---|---|---|
| Always | 89 | 84 |
| Occasionally | 16 | 15 |
| Rarely | 1 | 1 |
| Never | - | - |
| **TOTAL** | **106** | **100** |

Table 1 reveals a high response of pupils to educational television programmes. From the table, 84% of the respondents "always" watch educational television programmes, 15% occasionally watch educational television programmes, 1% rarely watch television programmes. Hence, it can deduced from the data gathered that primary school children watch educational programmes.

**TABLE 2:** ***Nature of Programmes Responded to by Primary School Pupils***

| PROGRAMMES | NO. OF RESPONDENTS | PERCENTAGE (%) |
|---|---|---|
| Speak-Out | 29 | 27 |
| Bani & Friends | 23 | 22 |
| Binta and Friends | 42 | 40 |
| All of the Above | 12 | 11 |
| **TOTAL** | **106** | **100** |

In responding to research question 2: what is the nature of programmes to respond to? The analysis in table 2, it reveals that 27% of pupils watch "Speak-out", 22% respondents watch "Bani & Friends", 40% respondents watch "Binta and Friends" and 11% respondents watch "All" the programmes.

**TABLE 3:** ***Skills Learned from Educational Television Programmes***

| SKILLS | NO. OF RESPONDENTS | PERCENTAGE (%) |
|---|---|---|
| Interaction | 16 | 15.10 |
| Sing Song | 22 | 20.75 |
| Art & Crafts | 20 | 18.87 |
| Debate | 16 | 15.10 |
| More than one | 25 | 23.58 |
| All of the above | 7 | 6.60 |
| **TOTAL** | **106** | **100** |

From the above table, it was observed that children learn varieties of skills from the audio-visual learning process. From table 3 above, 15.1& of the respondents learn interaction skills, 20.75% learn how to sing song, 18.7% learn Art and crafts, 15.1% learn Debating skills, 23.58% learn more than one skills and 6.6% learn all the skills mentioned.

**TABLE 4:** ***Advantages of Audio-Visual Learning Process to Primary School Pupils***

| Advantages | NO. OF RESPONDENTS | PERCENTAGE (%) |
|---|---|---|
| Arouse pupils' interest | 19 | 18 |
| Retaining what was taught | 14 | 13 |
| Remembering what was taught | 18 | 17 |
| Increases Listening Ability | 11 | 10 |
| All the above | 44 | 42 |
| **TOTAL** | **106** | **100** |

From the table above, it was observed that the use of audio-visuals in primary schools has many advantages in pupils' learning process. Responding to research question 4, 18% of the respondents affirmed that the use of audio-visual learning process arouses pupils' interest on the subject matter, 13% agreed that audio-visual learning process helps pupils to retain what was taught, 17% noted that the use of audio-visual learning process in teaching of a subject helps pupils to remember what was taught, 10% said that audio-visual learning process increases their listening ability/attention to the subject, while 42% of the respondents affirmed that the use of audio-visual have all the listed advantages in their learning process.

**TABLE 5:** ***Hindrances to Pupils' Response to Audio-Visual Learning Process***

| Contributions | NO. OF RESPONDENTS | PERCENTAGE (%) |
|---|---|---|
| Hunger | 8 | 7.6 |
| Tiredness | 22 | 20.8 |
| Boredom | 8 | 7.6 |
| Anger | 17 | 16.0 |
| Noise | 23 | 21.7 |
| None of the above | 28 | 26.4 |
| **TOTAL** | **106** | **100** |

Data generated from research question 5 reveals some factors that hinder the responses of pupils to audio-visual learning process. From table 5, hunger, tiredness, boredom, anger, and noise have response of 7.6%, 20.8%, 7.6%, 16.0%, and 21.4% respectively; while 26.4% of the respondents said that they are hindered by any of the above hindrances.

## NULL HYPOTHESIS

**TABLE 6:** ***Relationship between audio-visual learning process and the Learning Capacity of Pupils***

| N | df | Alpha Level (α ) | r-cal | r-crit | Decision |
|---|---|---|---|---|---|
| 106 | 104 | .05 | .47 | .1946 | Significant, reject null hypothesis |

*$p < .05$ Significant

The table value of *r* required for the rejection of the null hypothesis at α = .05 with *df* = 104 is equal to .1946. But *r* cal = .47. (.47 > .1946 = significant at .05 alpha level). Therefore, reject the null hypothesis (**$H0_1$**:). Thus, a measurable relationship exists between audio-visual learning process and the learning capacity of pupils in primary schools.

## DISCUSSION OF FINDINGS

Data generated from the findings of this study reveals that:

1) Primary school children watch educational television programmes and are attracted to audio-visual learning process.
2) Pupils learn varieties of skills (such as interaction, art and crafts, debating, etc) from audio-visual learning process.
3) The use of audio-visual has many advantages in primary school pupils' learning process. Such advantages include arousal of interest, retention of subject topic, remembering/recalling subject topic and increasing the listening ability/attention of pupils to the subject.
4) Huger, boredom, anger, and noise are barricades to pupils' responses and interest to audio-visual learning process in primary schools.

## CONCLUSION

In conclusion, the findings of this study revealed that audio-visual learning process and television programmes holds pupils attention and are complementary to school work as the children enjoy entertainment (programmes) and learn better with it. Hence, it can be deduced that a measurable relationship exists between audio-visual

learning process and the learning capacity of pupils in primary schools.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations were proffered:

1) Designers and presenters of educational television programmes should take into consideration the age range of the children watching television in order to communicate to them in a language they would understand.
2) Since audio-visual learning process and educational television programmes helps to improve pupils learning capability (as indicated by the findings of this study), it requires continuous support by way of sponsorship from government and private individuals for improved and well produced educational programmes.
3) Also, since pupils prefer entertainment programmes, more educative cartoons and animation of characters should be introduced into the production of educational programmes in Nigeria.

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