



## Impact of Availability of Audio-Visual Instructional Resources and French Students' Learning Outcomes in Abak Local Government Area

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**Abstract:** The study examined the impact of availability of audio-visual instructional resources and French students' learning outcomes in Abak local government area. In order to carry out this study, specified research objectives were drawn from which null hypotheses were formulated and used for the study. The research design for this study is a survey design. The population of the study consisted of consisted of five thousand three hundred and seventy nine (5379) Senior Secondary Schools in Abak Local Government Area. Simple random sampling technique was used to select 250 respondents out of the population. The instrument used for data collection was questionnaire. The instrument was validated by experts in Test and Measurement. Crombach Alpha reliability technique was used for testing the reliability of the instrument. Data from completed questionnaires was subjected to t-test analysis. The finding showed and concludes that there is significant influence of availability of visual aids and students' learning outcomes in French in Senior Secondary Schools in Abak Local Government Area. Based on the findings and conclusions of this study, it was recommended that since teacher quality was significantly related to students' achievement in learning outcomes in French, teachers should possess the requisite qualifications before being recruited to teach. Furthermore, the French teachers should adopt better teaching strategies during the teaching-learning process. That the search light of blame on poor audio visual aids in teaching French should be re-focused on areas such as poor language laboratory classes, home-task given and preparation/utility teaching aids by the audio visual aids in teaching French..

### Introduction

Prostano and Prostano (2002) asserted that from time immemorial, audio-visual materials existed but were not incorporated into educational system. According to the authors, the advent of audio materials is long but it is the use that has been limited until in the 1960s and 1970s that libraries realized the use of these materials and started incorporating them into the library collections for future use. Summungaer, (2008) stressing on the advent of the materials stated that "before men developed speech as a means of communication, he expressed himself in terms of drawing, signals and symbols". The point here is that the use of audio materials started as early as man's civilization begins. This is evident in their attempt to communicate ideas. Green (2005) has this to say; "in time of antiquity, man carried pictures on rocks for conveying ideas". Ani (1990) supporting the introduction of audio-visual aids observed that as far back as the 1920s audio materials came to be used in teaching in the United State of America. According to Dike (1993), the various methods of teaching informally such as observation, participation and the use of the sense are forms of audio resources in our indigenous Nigerian Education.

In modern times, the value of Instructional resources has been realized of late in this country and attempts are beings made by all agencies connected with education to see that audio materials are

used in teaching and learning situations. For examples, university of Nigeria, Nsukka has established Curriculum Development and Instructional resources Centre (CUDIMAC) to promote the utilization of various types of audio-visual resources and media in the school.

Hallett, and Faria, (2006) point out that, books are not the only way the libraries can extend the available information to the public but other means such as pictures, filmstrips, slides, recording etc. should be acquired to supplement book resources and to substitute for books when they are not available on a particular topic. That is, in the modern educational methods modern technologies have given rise to various means of teaching which make it easier for both the teacher and learner to achieve their aims of teaching and learning.

The Encyclopedia for library and information science asserted that libraries serving formal education have tended over the years to broaden their inventories of non-book or audio-visual materials rapidly and to accept increased responsibilities for distribution of audio-visual equipment, e.g emotion pictures, projectors as well as establishing local duplication and production services (e.g of overlay transparencies). Oyedun (2000) carried out a research study titled 'Effects of audio visual Instructional resources on students' performance in French in selected secondary schools in Ilorin south local government area of Kwara State'. The target population was fourteen secondary schools out of which eight secondary schools were selected as the sample by simple random sampling. Three null hypotheses were stated which were tested using correlation coefficient test statistics at 0.8 level of significance and all three null hypotheses were accepted. The results showed that about 80% of the respondents did not make use of the Instructional resources appropriately which had negative effect on the performance of students' in French in secondary schools in Ilorin south local government area in Kwara State.

In the same manner, Momoshisola (2010) conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examination in Kwara State. He correlated materials resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years related to the resources available for the teaching each of the subjects. He concluded that materials resources have a significant effect on students' achievement in each of the subjects.

Adirika and Alike (2008) studies implication of computer conferencing as Instructional resources on students learning outcomes in Secondary School Education and reported on the extent of use of computer conferencing for teaching and learning purposes. All the respondents used the audio conferencing tools to a very high extent which many of them exemplified in cell phones. Three hundred and forty respondents (94.4%) actually used computer conferencing (very high extent), 320 (88.95%) used E-mail (very high extent), while few used the other tools for teaching and learning. The least used were video, multimedia, and facsimile. This might be due to their limited availability to generality of the students. It was however discovered that most of the students who used the graphic communications and multimedia conferencing were students in computer related courses. Students indicated clearly their preferences: sixty (16.7%) wanted to be taught using teleconferencing tools all the time, three hundred (83.3%) preferred to be taught using computer conferencing tools most of the time. Twenty (5.6%) still accept the lecture methods while some 200 (55.6%) preferred to be taught with the lecture method most of the time and 16 (44.4%) could take it on few occasions. They were yearning for positive change.

### **Concept of Instructional resources**

Instructional resources has several nomenclatures from the colonial concepts of apparatus to teaching aids, teaching aids to educational media, educational media to instructional technology, instructional technology to curriculum materials, curriculum materials to its modern nomenclatures Instructional resources Vanjik, (2009). Each of these conceptual stages depict the scope of its usage and application in the classroom. According to Eya (2005), the general acceptable nomenclature by professionals of education is the term "Instructional resources".

Instructional resources are dispensable in the teaching and learning process at all levels of educational system. They are learning process at all levels of educational system. They are referred to as veritable channel through which instructions can be impacted in the classroom. Koffar (1999) indentified these Instructional resources to include audio-visual materials of various types, pictures, or charts, books, radio, television, type writing machines, Computer, Chalkboard and projectors. Okorie (1966) defined Instructional resources as a branch of pedagogy which treats the production, selection and utilization of Instructional resources that do not depend solely on printed words but instructional technologies employing both materials and devices, used in learning situation to supplement the written or spoken word with transmission of knowledge, attitude, and ideas. Oforma (1994) see Instructional resources as materials that facilitate teaching and learning activities and consequently the attainment of lesson objectives. Hence one can rightly say that Instructional resources are those items which the teacher uses in teaching older to make his teaching and illustrations real and meaningful. As tedious as teaching is, one must have to admit that its effectiveness, compulsorily requires the use of Instructional resources. This is because these materials help to bring about variety which arouses and maintains the interest of the learners and effective learning outcomes is achieved.

Instructional resources can also be seen as instructional media. This simply refers to some of the devices which both teachers and learners can use to enhance the quality of instruction (Offoefuna and Eya 1999). These materials include all forms of information carries that can be used to promoted and encourage effective teaching-learning exercise.

An effective and efficient teacher always tries as much as possible to understand his/her learners, the subject, all the tested approaches, techniques and materials before making choice of any Instructional resources in French lesson presentations. The availability of Instructional resources enables the teacher to interact, facilitate and consolidate the teaching procedures.

Lawal (2004) affirmed that both instructional aim and approaches occupy the highest level of idealization as they cover a long term of attainment and implementation respectively. This implies that a teacher must first of all understand the broad and specific objectives of his teaching, the Instructional resources to be used in his teaching because it form the basis with which to accomplish the effective learning outcomes.

Instructional resources can also be referred to as those materials that appeal to the senses. These senses are sight, smell, taste, touch and hearing. During instructional process students employ one or more of these senses while learning. Also some learn better by seeing, touching, tasting and others by hearing and smelling. These include visual aids, audio-visual aids, audio aids and printed material (Ene, 2004).

The Availability of Instructional resources as correlate of students learning outcomes in Senior Secondary Schools cannot be overemphasized. The availability of Instructional resources is highly recommended because the material used for conveying what is taught to the learners also matters. Kindler (1983) asserted that learners comprehend and retain more of what they are taught when adequate and appropriate Instructional resources is employed. Learner are said to remember ninety nine percent (99%) of what they see as they do a thing, as against only twenty percent (20%) of what they hear (Omeiza, 2003). A famous psychologist, Jean Piaget said that “the more a child has seen and heard, the more he wants to see and hear”. Experience beget experience intelligence is not only something one is born with, it is also learned. Most students and teachers may not travel to some other part of the world throughout their life time by but they can learn about it through films, pictures and maps. Thus through the skilled learning process, one can bring the world to the classroom thereby making abstract things to come into reality.

Ukoha (1996) see Instructional resources as educational media. He divided them into two broad categories; printed and non-printed media. The printed media include all educational information learners printed on paper such as textbooks, reference, books, workbooks, is the non-printed media. This groups is further sub-divided into low cost media and electronic media. The low cost media

includes wall charts, flip charts, models, diagrams, posters, pictures, sketches and graphics. At the end, effective teaching and learning outcomes is achieved

So far, Instructional resources have undergone several conceptual definitions and classifications from various intellectuals. Its availability, and utilization by the teacher during instructional process enhance teaching and learning process, and equally makes teaching and learning exercise to be more meaningful, enjoyable, both to the teacher and the learners.

### **Skinner's Stimulus-Response theory 1957**

Skinner, and Stimulus-Response (S-R) adherents, believed that behaviorist theory could be used to infer a learning history. They held that one could take an animal or person, observe its/his/her behavior, and figure out what had been reinforced previously. Behaviorist reduced all responses to associations, to a pattern of positive and negative reinforcement that establishes links between stimuli and their environmental antecedents and consequences. Responses that were reinforced would be repeated, and those that were punished would not. Thus, if a dog brought its human a ball and the human pet it, the dog's behaviour would be reinforced, and it would be more apt to getting the ball in the future. Likewise, if the dog brought its human a ball and the human kicked it, the dog's behaviour would be punished, and it would be less likely to do it. These associations between stimuli, actions, and responses could explain virtually every aspect of human and animal behavior and interaction, but one seemed particularly problematic for the behaviorist theory: language. In 1957, Skinner published his book, *Verbal Behaviour*, in which he attempted to apply his form of operant conditioning to language learning.

A basic assumption of his was that all language, including private, internal discourse, was a behaviour that developed in the same manner as other skills. He believed that a sentence is merely part of "a behaviour chain, each element of which provides a conditional stimulus for the production of the succeeding element". The probability of a verbal response was contingent on four things: reinforcement, stimulus control, deprivation, and aversive stimulation. The interaction of these things in a child's environment would lead to particular associations, the basis of all language. The theory of B.F. Skinner is based upon the idea that learning is a function of change in overt behaviour. Changes in behavior are the result of an individual's response to events (stimuli) that occur in the environment. A response produces a consequence such as defining a word, hitting a ball, or solving a math problem. When a particular Stimulus-Response (S-R) pattern is reinforced (rewarded), the individual is conditioned to respond. The distinctive characteristic of operant conditioning relative to previous forms of behaviorism (e.g., connectionism, drive reduction) is that the organism can emit responses instead of only eliciting response due to an external stimulus. Reinforcement is the key element in Skinner's S-R theory. A reinforcer is anything that strengthens the desired response. It could be verbal praise, a good grade or a feeling of increased accomplishment or satisfaction. The theory also covers negative reinforcers any stimulus that results in the increased frequency of a response when it is withdrawn (different from aversive stimuli punishment which result in reduced responses). A great deal of attention was given to schedules of reinforcement (e.g. interval versus ratio) and their effects on establishing and maintaining behavior. One of the distinctive aspects of Skinner's theory is that it attempted to provide behavioral explanations for a broad range of cognitive phenomena. For example, Skinner explained drive (motivation) in terms of deprivation and reinforcement schedules. Skinner (1957), tried to account for verbal learning and language within the operant conditioning paradigm, although this effort was strongly rejected by linguists and psycholinguists. Skinner (1971), deals with the issue of free will and social control.

## **RESEARCH METHOD**

### **Design of the Study**

The researcher employed Ex-post-facto design to conduct the study. Ex-post-facto design is also referred to as Causal Comparative Design. It is a non-experimental design in which the researcher examines the effect of independent variables that cannot be manipulated, (i.e. teacher quality, location, language laboratory, etc.) on the dependent variables. In the study, the researcher tried to

examine how the independent variable affect the dependent variable (Application of audio visual aids in teaching French in senior secondary schools in Abak LGA.).

### **Area of the Study**

The study area is Abak Local Government Area. of Akwa Ibom State. Abak Local Government Area was chosen as the study area for this study. It is one of the Local Government Area of Akwa Ibom State. Abak Local Government Area is located on the latitude 0532° North and longitude 0756° East.

### **Population of the Study**

The population of this study consisted of five thousand three hundred and seventy nine (5379) Senior Secondary Schools in Abak Local Government Area of Akwa Ibom State apply audio visual aids in teaching French in the 2021/2022 school year (Akwa Ibom State Secondary Education Board, 2022).

### **Sample and Sampling Technique**

A sample size of 250 French students was chosen from all the public secondary schools in Abak Local Government Area of Akwa Ibom State for the study using Yaro Yamane formula. The cluster and random sampling techniques were used.

### **Instrumentation**

The research instruments used for the study were questionnaire and French Achievement Test (FAT). The instruments elicited information on the independent and dependent variables. Information on the pupils' performance was also elicited. Likert (1932) modified scale of measurement was used in the study.

### **Validity of the Instrument**

The questionnaire was face validated by submitting it to the supervisor who went through and point out the poorly worded items and gave suggested additions and modifications to the items. Thereafter, the instrument was submitted to two experts in educational evaluation and measurement in the faculty of Education who suggested further refinements of the instrument was reproduced for reliability testing.

### **Reliability of the Instrument**

The reliability study was conducted with the use of thirty (30) respondents who did not form part of the main study. The instrument was subjected to reliability test using Crombach Alpha Technique. This test was carried out in order to prove the level of reliability of the research instrument.

### **Method of Data Collection**

The questionnaire was administered to the sampled French students after obtaining permission from the school principals on presentation of a letter of introduction. All the questions on the questionnaire were read to the students to avoid any misunderstanding. The teachers of the selected classes assisted the researcher in the distribution and collection of completed copies of the questionnaire on the spot method. This method adopted by the researcher to ensure that time was judiciously utilized and to avoid missing copies of the questionnaire. At the end, all the copies distributed were collected for subsequent analysis

### **Method of Data Analysis**

The collected data were analyzed using appropriate statistical technique such as descriptive statistics for research questions while Independent t-test analysis for the test of null hypothesis. The t-test formula for testing of hypothesis is applied:

Where,

$x_1$  = Mean of first set of values

$x_2$  = Mean of second set of values

$S_1$  = Standard deviation of first set of values

$S_2$  = Standard deviation of second set of values

$n_1$  = Total number of values in first set

$n_2$  = Total number of values in second set.

### Decision Rule

For accurate decision to be taken after testing hypothesis decision rules were formulated to guide the researcher in decision making as a rule the decision to reject or not reject the null hypothesis ( $H_0$ ) depends on whether the calculated value of the test statistic is greater or less than the critical value.

### DATA PRESENTATION AND ANALYSES

**Hypothesis:** There is no significant influence of availability of Audio Visual Aids and student's learning outcomes in physics in Senior Secondary schools in Abak Local Government Area.

**TABLE 1: Independent t-test analysis of scores on the significant influence of availability of Audio Visual Aids and student's learning outcomes in physics in Senior Secondary schools in Abak Local Government Area**

Variable	n	X	SD	$T_{cal}$	$T_{crit}$
High	135	59.95	19.27	9.88*	1.96
Low	112	53.94	18.62		

\*Significant at 0.05 level;  $df= 248$ ;  $N= 250$

Table 4.7 presents the obtained t-value as 9.88. This value was greater than critical t-value (1.96) at 0.05 level of significant with 248 degree of freedom. This observation indicates that there is significant influence of availability of Audio Visual Aids and student's learning outcomes in physics in Senior Secondary schools in Abak Local Government Area was statistically significant. Hence, the null hypothesis three which assumed no significant difference was rejected.

### Discussion of Findings

The hypothesis which stated that there is significant influence of availability of Audio Visual Aids and student's learning outcomes in French in Senior Secondary schools in Abak Local Government Area was rejected. The obtained t-value 9.88 was greater than the critical t-value 1.96 at 0.05 level with 248 degree of freedom. This result implies that there significant different in availability of Audio Visual Aids and student's learning outcomes in French in Senior Secondary schools in Abak Local Government Area. The significance of the result is in agreement with the opinion of Jeremy and Hulk, (2009) language laboratory is a room equipped with audio and visual equipment to aid people learning a foreign language. A modern language laboratory consists of various elements that form a multifunctional environment that uses the latest technology for education. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

### Conclusion

Based on the data analysis of the study, the study concluded that there is a influence of availability of audio visual instructional resources and French students' learning outcomes in French in Senior Secondary Schools in Abak Local Government Area

### Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

Since teacher quality was significantly related to students' achievement in learning outcomes in French, teachers should possess the requisite qualifications before being recruited to teach. Furthermore, the French teachers should adopt better teaching strategies during the teaching-learning process.

That the search light of blame on poor audio visual aids in teaching French should be re-focused on areas such as poor language laboratory classes, home-task given and preparation/utility teaching aids by the audio visual aids in teaching French.

Government through the Ministry of education and school management should come up with strategies to mitigate these challenges, for example building enough schools, providing teachers with allowances that commensurate with the hardship they face in the regions.

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