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Corresponding author

Ali Hasatu Jumai  
hafsatjali@gmail.com

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# Influence of Teacher Attitude Towards Enhancing Students' Performance in English Language through the Use of Audio Visual Materials in FCT Abuja

<sup>1</sup>Ali Hamsatu Jumai and <sup>2</sup>Olujinmi Adebayo Odeniyi

<sup>1</sup>National Open University of Nigeria Abuja

<sup>2</sup>Image Counseling Clinic, Zamani, Airport Road Abuja

## ABSTRACT

*This study investigate influence of teachers' attitude towards enhancing students' performance in English language through the use of audio visual materials in FCT ABUJA. Participants for this study were one hundred and fifty (150) teachers in fct who were randomly selected from twenty five government approved schools. The descriptive survey research design was adopted for this study. The self-structured questionnaire tagged "influence of audio visual materials on academic performance of students' questionnaire (IAVMAPSQ)" was used to collect data. The descriptive statistics of mean and standard deviation were used to describe the demographic characteristics of the respondents. The parametric statistic of chi-square was used to test the hypotheses at 0.05 alpha level. The result of the study indicated that, the extent of use of audio visual materials by teachers influence students' performance in FCT also the use of audio visual materials influenced students' performance. It was recommended among others that, teachers should encourage active student's participation in class work by adopting instructional materials interactions.*

**Keywords:** *Enhancing, Students performance, Audio visual Materials*

## INTRODUCTION

One of the innovations in the educational system is the introduction of several new teaching strategies at different levels of education. The core of this modern education is to awaken the hidden curiosity and interest of the learner, nourishing his behaviors, attitudes and beliefs in order to develop basic and essential skills of lifelong learning and ability to think critically and to judge himself and others in a more beneficial manner. In the earlier times, before modern education was incorporated, the students were passive listeners and the teacher was an autonomous body who knew what, when and how of education. However, in recent years, the superiority is shifted

towards students' use of audio-visual aids...as they are considered as 85% of whole teaching and learning (Jadal, 2011). They keep the individual learner focused on what is being taught by the teacher in the classroom session. Therefore, the importance of instructional materials cannot be underestimated in developing students' skills in English language.

Webster's Encyclopaedia Unabridged Dictionary of the English Language (2004), defines Audio-Visual Aids as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, among others used in classroom instructions, library collections or the likes". The term has also been defined by Ashaver, and Igyuve (2013) as; those materials which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources, sight as in visual resources or through a combination of senses. Indeed, the variety of such resources is a striking characteristic. Vikoo (2003) observes that the most suitable instructional materials for the effective teaching and learning of the English Language at this information age are audio – visual materials. He describes the audio – visual materials as the instructional system which uses the operations of the scientific and technological equipment combining both visual projections and sound productions to provide tangible experiences to learners. Some of such materials are computer assisted instruction, video – taped instruction and film shows. Tety (2016) states that audio – visual aids have been introduced, tested and tried in the school system and found effective. In his study Adeogum (2001) revealed a strong positive link between instructional resources and academic performance. According to Adeogum (2001), schools that possess more instructional resources performed better than schools that have less instructional resources.

The most important factor affecting the quality of education is the quality of the individual teacher in the classroom. There is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student achievement. Regardless of the resources that are provided, rules that are adopted and curriculum that is revised, the primary source of learning for students remains the classroom teacher. More critically, the importance of good teaching to the academic success of students is intuitively obvious to any parent (Council for Education Policy, Research and Improvement, 2003). However, Fatai (2005) counters that only the teachers who are qualified, certificated, competent and of a good moral standing need to be employed to teach the students. They should be dedicated teachers who would serve as role models in matters of punctuality, self-discipline, accountability, integrity and sound leadership styles. Effective schools have teachers who have a strong sense of efficacy. A sense of efficacy combined with high expectations for one's students communicates powerfully to students that they can learn and that they will learn (Bruce et al in Waseka, Simatwa & Okwach, 2016). The knowledgeable teacher is one who knows what to teach and has some idea about how to do it. She knows that once a child learns a basic fact, this can be incorporated into a future lesson for teaching some subsequent fact. The knowledgeable teacher is constantly looking for better, more effective methods. She uses the new procedure and assesses its effects (Rosner, in Waseka, Simatwa & Okwach, 2016).

Also, causes of poor performance in Nigerian secondary schools is the teachers' attitude toward innovation and use of instructional media. Most Nigerian secondary school teachers fail to take into account the dynamic nature of curriculum but they continued to bore students with definitions and drills in grammar, vocabulary and speech work. The traditional content/knowledge oriented teaching is still very much practiced by them. Abdullahi, (2003) was of the view that teachers mostly prefer to use traditional ways of teaching which they have been familiar with or as they were taught, which do not necessarily aid proper learning. Successful achievement of stated objectives in teaching and learning is always associated with using the right technique.

Absenteeism among teachers contributes immensely to the learners' poor performance, a phenomenon that makes teachers not to cover the syllabus adequately (Nyabuto, 2007). Anyiin (1998) on the other hand, submitted that non-coverage of prescribed syllabuses due to their extensiveness and the general nonchalant attitudes of teachers towards teaching were among the fundamental causes of examination irregularities in Nigeria's educational system. The argument here is that if the syllabus is not covered adequately, students' are likely to be examined in content they did not fully cover and comprehend, which is likely to lead to poor performance. Teacher absenteeism was further established by Nakhanu (2009) as one of the factors that affect syllabus coverage. These findings further showed the relationship between syllabus coverage and students performance.

Student's performance refers to the rate at which educational objectives are being achieved by those within the school system (Owan, 2012). Therefore, students' performance may be seen as the extent to which students are achieving educational goals and objectives. According to Erum and Zahoor (2011), students' performance and graduation rates have been the area of interest, and investigation of factors related to the failing performance of secondary students has been a topic of much interest to scholars. This may be because the school were established for the students, and their performance can be used to judge the entire school system effectiveness.

However, it is disheartening to note that the poor performance of students in public examinations in recent times has been explained as a major cause of decline in the general academic performance and standard of education in Nigeria. Oluwole, (2008) was of the view that "having difficulty in grasping fully the contents and concepts of the various subjects of the curriculum taught in target language seem to be one of the most serious problems that English as a first language students face in their particular course of study. This might be due to their weaknesses in English language (the medium of instruction) which may have negative consequences on their overall performance.

The Daily Trust of Wednesday, August 25, 2010 reported that "seventy-five per cent of candidates who sat for May/June WAEC 2010 examinations failed to meet the minimum entry requirement into tertiary institutions. The recently released WAEC results indicated that over seventy percent fail in November/December results. 86,612 candidates, representing 29.17 percent of the total number of candidates who sat for the NOV/DEC examinations of West African Examination Council (WAEC), obtained credits in five subjects and above, including English language and Mathematics. Again, the WAEC has released its May/June 2014 WASSCE results, recording mass failure in mathematics and English language. Head of National Office, WAEC Charles Eguridu, while announcing the results said "A total of 529,425 candidates; representing 31.28 percent obtained credits. According to him when compared to the 2012 and 2013 May/June WASSCE, there was marginal decline in the performance of candidates as 38.81 percent was recorded in 2012, and 36.57 in 2013. While in 2017 33.81 percent and 48.15 percent in 2018. There has been a slight improvement in 2017 and 2018 more still desired to be done. Looking at the states performance Abia 82.28%, Lagos, 60.72% and Bayelsa 58.23% with Abuja having a percentage of 52.11. been the Nation's capital is expected, that Abuja lead by example however the revise is the cases when compared with other state in 2018 WAEC result (National Bureau of Statistics 2019).

Many researchers have delved into this area of concern to identify the possible causes of poor students' performance. Most researchers have identified socio economic status, school location, parental demographic factors, learning environment, non-availability of instructional materials as well as teacher motivation as some of the possible variables in relation to poor performance of students. While the researcher agreed in part that these factors are capable of affecting the academic performance of students, there is yet another area that there is a paucity of data

especially in FCT as it affects the teaching and learning which is, the attitude of teachers in the use of audio visual materials. Today a larger number of secondary school teachers are experienced with professional teaching qualifications. At the same time, most schools in FCT have conducive learning environment with instructional materials to some extent. Ordinarily, one will expect better educational performance of students in this era but the opposite is the case as witnessed in internal and external examinations. It is against this backdrop that this paper seeks measures of enhancing students' performance through the use of audio visual materials in FCT Abuja.

## MATERIALS AND METHODS

### Research Hypotheses

The following research hypotheses were tested.

1. The extent of teachers use of audio visual aids in teaching in FCT Schools will not significantly influence students' performance
2. The use of audio-visual teaching materials by teachers will not significantly influence academic performance of students in FCT schools.
3. The use of audio-visual materials by teachers will not significantly motivate students of in FCT

### Data Collection

Participants for this study were one hundred and fifty (150) teachers drawn from government approved secondary schools in FCT Abuja. The descriptive survey research design was adopted for this study. The self-structured questionnaire tagged "Influence on Audio Visual materials on Academic Performance of Students questionnaire" (IAVMAPSQ) was used to collect data. The questionnaire were constructed closed ended in a modified Like Scale type requiring respondents to indicate their levels of agreement or disagreement, with values attached to them as Strongly Agree, (4), Agree (3), Disagree (2) and Strongly Disagree (1). The questionnaire was validated by two professionals in the Department of Education, National Open University Abuja which was further subjected to pilot testing with an alpha coefficient of 0.761 indicating good reliability of the instruments.

### Data Analysis

Data for this study was analysed using descriptive and parametric statistics. The descriptive statistics of mean and standard deviation were used to describe the demographic characteristics of the respondents. The parametric statistic of chi-square was used to test the hypotheses at 0.05 alpha level.

## RESULTS AND DISCUSSION

**Table 1: Distribution of Respondents by Gender**

Gender	Frequency	Percentage (%)
Male	77	51.3
Female	73	48.7
<b>Total</b>	<b>150</b>	<b>100.0</b>

Table 1 showed that 51.3% of the respondents were males while 48.7 were females.

**Hypotheses:** The extent of teacher's use of audio visual aids in teaching in FCT Schools will not significantly influence students' performance

**Table 2: extent of teachers' use of audio visual aids in teaching and students' performance**

Responses	Fo	Fe	$\chi^2_{cal.}$	$\chi^2_{tab.}$	df	Sig	Remarks
Strongly Agree	40	37.5					
Agree	38	37.5	14.019	7.82	3	0.80	H <sub>1</sub> Rejected
Disagree	54	37.5					
Strongly Disagree	18	37.5					
<b>Total</b>	<b>150</b>	<b>150</b>					

$\chi^2 = 14.019, df = 3, P > 0.05$

Table 2 showed that, the calculated chi-square value of 14.019 was greater than the table value of 7.82 with df of 3 at 0.05 alpha level. It therefore means that, extent of teachers' use of audio visual aids in teaching as significant effect on students' performance in FCT( $p > 0.05$ ) this could either be positive or negative that is if extensively used It will yield a positive result and viz vase

**Hypotheses:** The use of audio-visual teaching materials by teachers will not significantly influence academic performance of students in FCT schools.

**Table 3: Influence of the use of audio-visual teaching materials by teachers on academic performance of students in FCT.**

Responses	Fo	Fe	$\chi^2_{cal.}$	$\chi^2_{tab.}$	df	Sig	Remarks
Strongly Agree	42	37.5					
Agree	36	37.5	31.440	7.82	3	0.004	H <sub>1</sub> Rejected
Disagree	60	37.5					
Strongly Disagree	12	37.5					
<b>Total</b>	<b>150</b>	<b>150</b>					

$\chi^2 = 31.440, df = 3, P > 0.05$

Table 3 showed that, the calculated chi-square value of 31.440 was greater than the table value of 7.82 with df of 3 at 0.05 alpha level. It therefore means that, use of audio-visual teaching materials by teachers has significant influence on academic performance of students ( $p > 0.05$ ) in FCT schools

**Hypotheses:** The use of audio-visual materials by teachers will not significantly motivate students of in FCT.

Table 4: use of audio-visual aids by teachers on motivation of students in English in FCT

Responses	Fo	Fe	$\chi^2_{cal.}$	$\chi^2_{tab.}$	df	Sig	Remarks
Strongly Agree	8	37.5					
Agree	63	37.5	41.413	7.82	3	0.000	H1Rejected
Disagree	36	37.5					
Strongly Disagree	43	37.5					
<b>Total</b>	<b>150</b>	<b>150</b>					

$\chi^2 = 41.413, df=3, P > 0.05$

Table 4 showed that, the calculated chi-square value of 41.413 was greater than the table value of 7.82 with df of 3 at 0.05 alpha level. It therefore means that, use of audio-visual teaching materials by teachers motivate students significantly ( $p > 0.05$ ) in FCT schools

This study assessed enhancing students' performance through the use of audio visual materials in FCT Abuja. The result of the study indicated that, the extent of use of audio visual material affect students' performance in FCT. The finding was in line with Oketunji (2000) who stressed that audiovisual materials when effectively used have these advantages: they lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting approach to new topics and give initial correct impressions, economic time in learning, supply concrete materials needed, stimulate the initiative of the students, extending experience. He maintained that the use of instructional materials enhances student performance when used on a high extent, and will make learning permanent.

The present study found that, the use of audio visual materials improves students' performance in FCT. The result of this study is not surprising because, the influence of audio visual materials on students' performance as found in this study. In line with the present study, Adalikwu and lorkpilgh (2013) result showed that, students taught with instructional materials performed significantly better than those taught without instructional materials and also that the use of instructional materials generally improved students' understanding of concepts which lead to high academic achievements. Similarly, Nwikeb and Onyejegbu (2013) in their study revealed that students taught with instructional materials performed better than those taught without instructional materials.

This study found that the use of audio-visual teaching materials by teachers motivate students of FCT schools in learning. It allows the students to have full concentration on the texts which leads to their understanding of the story and flow of the texts. This explains why it is imperative for teachers to make use of instructional materials This finding is in consonance with Yunus, Salehi, and John (2013), they observed that, the use of visual aids enable teachers to engage their students closely with the literary texts despite being able to facilitate students of different English proficiency level in reading the texts with interest. This aspect is vital as literature helps to generate students' creative and critical thinking skills.

## CONCLUSION

Based on the result of the study, the following conclusions were drawn. Students taught extensively with audio visual aids will perform better academically than others who are taught sporadically with audio visual aids. The availability and use of audio visual aids improves significantly the students' performance in FCT. Interestingly, every child is teachable if the right instructional materials are used to facilitate the teaching and learning process because it will

motivate the learner thereby making the most complex task simple not just for the student but also for the teacher. Additionally, the study recommends that workshops, seminars, conferences or orientation courses on the subject English language should be designed to acquaint the teachers with the latest development in the field. Also, government should within its financial resources ensure equitable distribution of instructional materials to schools in urban and rural areas for effective teaching and learning.

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