EFFECTIVENESS OF NON-PROJECTED AUDIO VISUAL RESOURCES IN LEARNING ENGLISH LANGUAGE AMONG STUDENTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN KATSINA STATE

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Abstract
This study examined the effectiveness of projected visual resources in learning English Language among Public Senior Secondary Schools in Katsina State of Nigeria. One thousand one hundred and twenty (1120) students from Malumfashi Educational Zone were involved in the study. They were randomly sampled from each of three local government in the zone. The instrument used was questionnaire. The opinion and data gathered from the respondents were analyzed using t-test statistical. The result shows that, effective utilization of projected Audio visual resources enhance learning while gender has no influence. The factor that militate against effective use of projected visual resources by teachers is negligence as well as teachers inadequacies in utilizing the resources. Recommendations were also that Senior Secondary School English Language teachers should practice the use of Non-projected Audio visual resources such as tape recorder, video, models, and objects etc as part of their teaching methods.

Keywords: Effectiveness, Resources, Non-Projected Audio visual, Learning, English Language,

Introduction
All over the world, education has always been considered as a very important factor for development. Education is very important or indispensable for cultural, scientific, technological and economic emancipation of any country (Enemuo, 2000). In Nigeria, education is considered as an instrument par excellence for effective national development, National Policy on Education (NPE, 2004). The Federal, State and Local Governments have over the years spent substantial part of their income on improvement Education. For example, in 2017 budget, Kaduna State Government spent 28% of its annual budget on education alone (Ministry of Education, 2018). The English language, though a colonial heritage, is about the most enduring of Nigeria’s colonial experience. It is a language that has become a unifying factor in a complex heterogeneous clime; and a tool for the nation’s voice at the international context (Iliyas, 2019).

English language has not only engineered teacher education, is has also conferred on Nigerians other significant privileges both at home front and at the global scene. English language as second language on the other hand is used to refer to a language that is learned and used extensively in addition to the first language. In other words, it used the term second language to describe the language a bilingual person acquired and uses extensively after the first language. Second language performs many important functions (Henry, 2010).
Non-projected audio visual resources make a lesson or lecture more interesting and a memorable experience not only for students but for teachers as well. They play a vibrant role in focusing the attention of individual student towards the teacher or the topic (Jadal, 2011). Non-projected audio visual resources are most effective tools for developing flawless communication and interaction between student and content as well as student and teacher. These aids not only help to save the time of teacher but also help in curiosity, creativity and motivation (Lester, 2012). Audio-Visual materials are not only locally available for their production, they are not expensive. They are not only readily available but that resourceful and committed teachers and students can readily produce the materials.

They elicit the creativity and resourcefulness of both teachers and their students. They do not depend much on electricity for their operation and utilization by the teachers and students (Aliyu, 2001). Non-projected Audio-visual resources are therefore, used in the teaching and learning process for a number of the following reasons; To concretize the content or what is being taught to the perceptual level of learners. To make what is being taught very real to the learner, and to arouse their interest and curiosity. It makes teaching easier and more effective for the learner. It enhances retention and remembering on the part of learner. It enables student acquire experience and knowledge that would otherwise not have appreciated and understood by learning only from teacher (Obolode, 1986).

Learning has been defined as any process that brings about permanent changes in behavior which comes as a result of activities, such as, training and observation. This change is of course not the type that occurs due to maturation (Sharma, 2014). Learning as we have is a fundamental process within our life. It enables us to adapt to our environment by building upon past experience. One can then see learning as a change in behavior that is stable and result from experienced. (Ottih, 2003). All learning involves activities. These activities involve either physical or mental activities. This may be simple or complex, involving various muscles, bones e.t.c. Likewise, mental activities may be very simple involving one or two activities of mind or complex which involve higher mental activities (Henry, 2010). It is the form of learning which requires higher order mental processes like thinking, reasoning, intelligence, etc. We learn different concepts from childhood. For example, when we see a dog and attach the term dog, we learn that the word dog refers to a particular animal. Concept learning involves two process, these are; learning is very useful in recognizing and identifying things (Sharma, 2014). What activities are learned by the individual refer to types of learning. For example, habits, skills, facts e.t.c.

Learning as the transformative process of taking in information that when internalized and mixed with what we have experienced, changes what we know and builds on what we do (Pugh, 2016). It is based on input, process, and reflection. It is what changes us. All the above shows that learning has many definitions, but totally permanent is also unlikely i.e. if I don’t practice something for a long time, I will forget how to do it. So relatively permanent is a great description. From my perspectives, the learning can be defined as learning what reaction you should do in certain situation. This also permits teachers and the learners to interact as human beings in a climate where people control their environment for their own purpose (Ughamadu, 1998). Ogunsanya, (1984), Ezegbe, (1987) perceive educational resources as teaching aids. This give the impression that educational resources complement or play supportive role in learning and therefore, are not part and parcel of meaningful learning. In the same
vein, scholars like Ike, (1992); Schramm, (1977) see educational resources as conveyors of information in teaching. This perception of educational resources diffuses the process as the impression is created or implied that the availability of educational resources means that the teacher can be irrelevant. Some educational resources may need the physical presence of the teacher for their operation and effective use for instructional purposes.

**Statement of the Problem**

Despite the higher expenditures on education, the general public has bemoaned the quality of education in Nigeria. People are clamoring that the standard of education is drastically falling in Katsina State. In past years, the decline in standard of education could be traced to various factors such as poor education policy, poor funding, over populated classes and not use of non-projected audio visual resources in Learning English Language. However, in recent time, physical facilities in Public Secondary Schools in Katsina State seem to be inadequate hence cannot meet the expected needs of Effectiveness of Non-Projected Audio visual resources in Learning English Language among Students in Public Senior Secondary Schools in Katsina State. Hence, this study therefore, examine the effectiveness of non-projected audio visual resources in English Language among Students in public secondary schools in Katsina State.

**The Objective of the Study**

The objective of this study is to examine the effectiveness of non-projected audio visual resources in learning English Language among students in public senior secondary schools in Katsina State.

**Research Question**

The research question raised for this study was:

1. Does the opinion of male students on the effectiveness of non-projected audio-visual resources in learning English Language differ significantly from the opinion of female students?

**Research Hypothesis**

One null hypothesis was formulated for the study.

1. There is no significant difference between male and female students in their opinion regarding the effectiveness of non-projected Audio visual resources in learning English Language.

**Methodology**

This study adopted a descriptive survey research design. The study is a survey of male and female student’s opinion on effectiveness of non-projected Audio visual resources in learning English Language in public senior secondary schools in Katsina State of Nigeria. The area of study comprise Malumfashi, Kankara, Kafur Local Governments in Malumfashi Educational Zone in Katsina State.

The population of the study comprise 5620 Students in three Local Government in Katsina State. A simple random sampling technique was used to select four schools in each of these local government and intact classes of forty (40) SSII students were purposively sampled. A total of 1120 English Language students were selected using random sampling technique. Questionnaire was used as the instrument for data collection. It consists of two parts (A and B). Part A is made up of bio-data that include variables such as sex and age. Part B consist of twenty three items questions using 4-likert scale
response (Strongly Agree, Agree, Disagree and Strongly Disagree). The reliability coefficient was calculated to be 0.82 using (PPMCC) formula. The questionnaire was administered by the researcher personally to students in the classes during school hour and was then collected back immediately. The data collected through the questionnaire was coded and input into the SPSS statistical package for presentation and analysis the hypothesis was tested using simple percentages and t-test statistics.

Results

Hypothesis One: There is no significant difference between male and female students in their opinion regarding the effectiveness of non-projected Audio visual resources in learning English Language.

Table 1: t -Test Analysis Showing the Effectiveness of Non-ProjectedAudio-Visual Resources in Learning English Language between Male and Female Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std</th>
<th>Std Error</th>
<th>t-value</th>
<th>P-value</th>
<th>Df</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>600</td>
<td>74.93</td>
<td>9.21</td>
<td>0.72204</td>
<td>0.07</td>
<td>Accepted</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>520</td>
<td>73.95</td>
<td>8.54</td>
<td>0.93837</td>
<td></td>
<td></td>
<td></td>
<td>Significant at p&gt;0.05</td>
</tr>
</tbody>
</table>

The analysis in table 1 shows that the calculated value (p-value) of 0.07 is greater than the declared p-value (alpha level) of 0.05. Thus, the null hypothesis was accepted. This implies that there is no significant difference between male and female students in their opinion on the effectiveness of non-projected Audio visual resources in learning English Language in senior secondary public schools.

Discussion of Findings

The result of the analysis on the opinions of male and female students on effectiveness of non-projected Audio visual resources in learning English Language in senior public secondary schools shows that there was no significant difference in their opinion. This analysis revealed that non-projected Audio visual resources are not gender bias. This finding agree with earlier finding of Romiszowski (1988) who found that non-projected Audio visual resources when effectively and efficiently handed by a teacher could benefit both male and female students in enhancing their academic performance.

Similarly, the findings agree with the study of McAlpine and Weston (1994) on comparing visual based lesson with conventional instruction which indicated overall superiority in performance of students who experienced visual treatment. The findings also supported the findings of Vandergrift, (1993), were able to discover that effective use of non-projected visual resources increase students motivation, performance and knowledge acquisition.

Also, the findings agrees with study of Ezegbe, (2006) on non-projected audio visual resources which indicated that the used in teaching and learning process for the following reasons; To concretize the content or what is being taught to the perceptual levels of learners. To make what is being taught very real to the learner, and to arouse their interest and curiosity. It makes teaching easier and more effective for the learners.
Conclusion
The study found that non-projected audio-visual resources in learning English Language have significant influence on both male and female student’s academic performance. It is concluded that the mean scores opinions of both male and female students on non-projected audio visual resources in learning English Language in senior public secondary schools is not gender bias.

Recommendations
Based on findings of this study, it is recommended that:

1. Senior secondary school English language teachers should use non-projected audio-visual resources such as (tape recorder, video, models, objects etc) as part of their instructional materials to teach their students in the class.
2. The Ministry of Education, School Management Boards as well as professional education bodies should organize seminars, workshops and conferences on the training of English Language teachers on the use of non-projected audio visual resources in senior secondary schools in Katsina State.

References


