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THE IMPACT OF AUDIO-VISUAL RESOURCES ON THE TEACHING AND LEARNING OF SOCIAL STUDIES IN EKITI-STATE, NIGERIA

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Abstract

This study investigated the role of audio-visual aids in enhancing Social Studies instruction in Ekiti State, Nigeria. Utilizing a descriptive research design, the study sampled 90 Social Studies teachers from 45 junior secondary schools across three senatorial districts in Ekiti State. Data were collected using a structured questionnaire designed to assess the types, utilization, and effectiveness of audio-visual resources in the teaching process. Findings reveal a widespread use of interactive presentations, animations, and videos among teachers, with a notable emphasis on enhancing student engagement and comprehension. The study highlights a generally positive perception of audio-visual aids, indicating their significant impact on improving student performance, motivation, and involvement. The research underscores the need for increased accessibility to audio-visual resources and professional development for educators to effectively integrate these aids into their teaching practices. Recommendations include government funding for resources, enhanced teacher training, and community engagement to support educational improvements. Further research is suggested to evaluate the long-term effects of audio-visual aids on learning outcomes and to develop best practices for their integration into Social Studies instruction.

Keywords: Use, Audio-Visual Resources, Promoting, Social Studies, Teaching and Learning.

Introduction

Social studies is a discipline that examines all aspects of human life to help individuals lead happy, comfortable, and successful lives. It involves the study of people in their social, intellectual, cultural, physical, and psychological dimensions, aiming for their holistic development into contributing members of society. As Wesley cited in Kochhar (2012) explains, social studies encompass selected areas of the social sciences tailored for educational purposes, including relevant content and adapted to the student's comprehension level. However, Abdu-Raheem (2011) points out that insufficient instructional resources and poor teaching quality have impeded students from achieving the objectives of social studies. Similarly, Ofuani (2014) confirms that inadequate resources and instructional resources were prevalent in all the schools surveyed in his study.

In today's technological age, audio-visual resources are essential in teaching and learning at all educational levels. These tools significantly enhance teaching effectiveness by engaging students' interests and deepening their understanding (Mcnaught, 2007). Technological advancements now allow educators to present information in ways that help students retain knowledge better through visualization. Audio-visual resources, such as models and videos, leverage both sight and sound to facilitate instruction. According to Johnson, Jacovina, Russell, and Soto (2016), these resources support the educational objectives and improve efficacy in schools. Projectors, which display slides, images, and videos, are among the most commonly used educational tools today, bringing interest, dynamism, and efficiency to the classroom.

Audio-visual resources make the teaching-learning process more engaging and accessible by utilizing both auditory and visual senses (Rasul et al., 2011). Traditional verbal lessons can often be tedious for students and may impede their learning experience. However, audio-visual resources capture students' curiosity and attention, providing intrinsic motivation and opportunities for productive teacher-student collaboration (Sword, 2021). Teachers recognize that while some individuals rely more on physical resources for cognitive processes, others excel in abstract comprehension.

In Ekiti State, Nigeria, the utilisation of audio-visual resources is of great importance for advancing social studies instruction. By integrating digital technologies and multimedia resources, teachers can create dynamic and engaging learning environments that train students and support their language and cultural development. Incorporating audio-visual elements into social studies instruction has long been recognized as an effective way to enhance student engagement and improve teaching (Swering & Spear, 2019). Given the high value placed on education in Ekiti State, it is crucial to explore innovative methods that facilitate efficient knowledge acquisition. This study aims to examine the role and impact of audio-visual resources in supporting social studies instruction in Ekiti State, providing insights into their effectiveness and benefits.

Literature Review

Concept of Audio-Visual Resources

Many scholars and researchers have provided definitions for "audio-visual material." Dike (1993) described audio-visual resources as those that convey information through hearing (audio resources), sight (visual resources), or a combination of both, thus not solely relying on reading to impart meaning. Kinder (2015) characterized audio-visual resources as tools that teachers can use to make learning more dynamic, realistic, concrete, and effective. Similarly, Shabiralyani et al. (2015) defined audio-visual resources as any teaching aids used in the classroom to enhance learning, making it more engaging and easier for students to understand. These aids include charts, maps, models, projectors, televisions, and more.

Audio-visual resources are indispensable tools in the hands of teachers, akin to "weapons" crucial to the teaching-learning process. These resources facilitate instruction by making concepts easier for students to grasp, as using models or pictures often proves more effective than verbal explanations alone. Teachers employ audio-visual resources as instructional aides to enhance the learning experience. These resources, which can be moved, seen, heard, or discussed, serve as conduits for transmitting and disseminating ideas, information, and knowledge.

Ofoefuna (2016) describes audio-visual resources as tools or technologies that teachers thoughtfully and purposefully use in the teaching and learning process to convey meaning, support understanding, and enable effective instruction. Similarly, Chuba (2010) defines audio-visual resources as instructional tools that help students comprehend subject matter by breaking it down into manageable parts. These include various tools, gadgets, machines, equipment, or devices that augment teachers' efforts and promote effective learning.

Awuwoleye (2010) argues that audio-visual resources, when used wisely, can enhance meaningful learning by supporting oral explanations and descriptions. According to Ofoefuna (2016), audio-visual resources encompass tangible items, images, or artificial models that teachers use to make their points more engaging and meaningful for their students or audience.

Impact of Audio-Visual Aids in the Classroom

Incorporating audio-visual resources in the classroom significantly boosts student engagement and enhances

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learning outcomes, particularly for those who struggle with comprehension. Osokoya (1987) highlights that effective education extends beyond textbooks to include diverse teaching aids that help students grasp the underlying concepts of their lessons. By utilizing audio-visual resources, teachers can better capture and sustain students' attention. Audio-visual resources serve as valuable tools for educators at all educational levels, aiding in the transfer of knowledge. They help teachers address challenges in presenting certain subjects by offering more practical and relatable instruction. These resources not only foster better classroom relationships and communication between students and teachers but also make learning more engaging for both parties. By enabling students to visualize and retain information more effectively, audio-visual resources contribute to long-lasting learning. Natoli (2011) and Dike (1993) note that students can remember what they have learned more permanently when they can picture the content taught in the classroom. The use of audio-visual resources in junior high schools enhances and accelerates learning, allowing teachers to save time for other tasks such as curriculum development and lesson planning. Joseph (2003) adds that these instructional aids help students virtually experience concepts, making lessons clearer and broadening their range of experiences.

Theoretical Framework

Multimedia Learning Theory

The multimedia learning theory underpins this study. Mayer (2001) asserts that educational resources integrating visual and auditory information are advantageous for students. The theory posits that optimal learning happens when instructional resources are designed to maximize the process of cognition through engagement with multiple sensory modalities simultaneously. The theory states that for multimedia presentations to be effective in enhancing learning, elements such as coherence, contiguity, and redundancy are crucial.

Statement of the Problem

In Ekiti State, Nigeria, teachers are actively employing a diverse array of multimedia resources and audio-visual aids in their social studies instruction. However, further research is needed to assess how effectively these resources enhance teaching and learning and their impact on student motivation and performance. Despite the prevalent use of audio-visual aids in social studies classrooms across Ekiti State, further investigation is required to assess their efficacy in improving student outcomes and refining educational practices. Addressing this knowledge gap will be crucial for developing evidence-based teaching strategies and interventions aimed at boosting student performance in social studies within the region.

Objective of the Study:

The objective of this study is to:

1. Investigate the applications of audio-visual aids in Social Studies instruction within Ekiti State.
2. Determine the impact of audio-visual aids on the teaching and learning processes in Social Studies across Ekiti State.
3. Investigate whether incorporating audio-visual resources improves the performance of Social Studies students in schools in Ekiti State.
4. Examine the different instructional strategies that teachers use when integrating audio-visual resources into Social Studies lessons in Ekiti State.
5. Assess how audio-visual resources influence student interest, engagement, and motivation in Social Studies learning.

Research Questions

1. What types of audio-visual resources are used in teaching Social Studies?
 2. How does the use of audio-visual aids affect the teaching and learning processes in Social Studies in Ekiti State?
 3. How significantly does the integration of audio-visual resources improve the performance of Social Studies students in schools in Ekiti State?
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Studies students in Ekiti State schools?

4. What instructional strategies do teachers use to incorporate audio-visual resources into Social Studies lessons in Ekiti State?
5. How effectively do audio-visual resources enhance student interest, engagement, and motivation in Social Studies learning?

Methodology

The research design that was used in this study was the descriptive survey design to assess the extent of the use of audio-visual aids in teaching Social Studies. The study was restricted to Social Studies teachers in Junior Secondary Schools within Ekiti State. The study population was 90 teachers and the sample was derived through a purposive multistage sampling. The state was divided into three senatorial districts, the North, Central and the South. One local government area was randomly selected from each district of the state. Next, 15 Junior Secondary Schools were randomly chosen from each of these local government areas making it 45 schools in all. Among the schools that participated in the study, 2 teachers were sampled randomly per school, and therefore the overall sampled teachers were ninety.

These aspects were assessed using the Questionnaire on the Impact of Audio-Visual Aid in Teaching and Learning (QIAVAITL) to obtain information on the kinds of audio-visual aids in use, how they are used, their extent of incorporation and identified teachery instructional strategies that includes the manner, which the teacher engages, involves and motivates the students, through employed audio-visual aid. The content validity of the instrument was confirmed by an educational expert and to test its internal consistency Coefficient Alpha of 0.78 was calculated, while it was considered sufficient for the study.

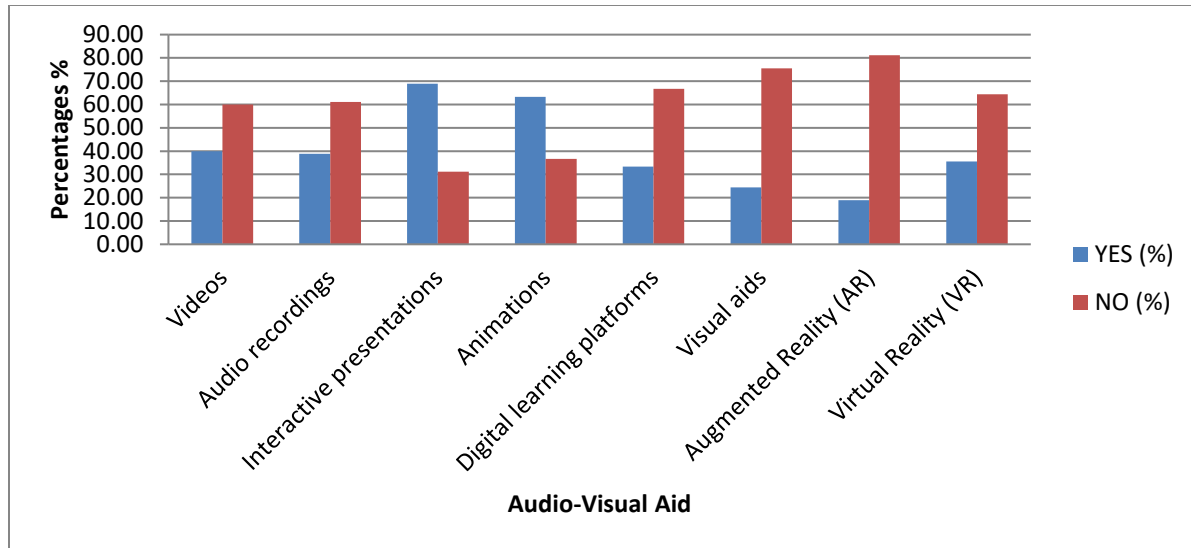
The author of this paper developed the questionnaire and gave its administration to herself, with help from two research assistants. The data collected were quantitatively analyzed in terms of frequency counts means, standard deviations and percentiles to give a complete picture of the use and effects of Audio-Visual teaching tools in Social Studies. Results

Research Question 1: What types of audio-visual resources are used in teaching Social Studies?

Table 1:Description of the Response by Respondents

S/N	Audio-Visual Aid	Yes		No	
		f	%	F	%
1	Videos	36	40.0	54	60.0
2	Audio recordings	35	38.9	55	61.1
3	Interactive presentations	62	68.9	28	31.1
4	Animations	57	63.3	33	36.7
5	Digital learning platforms	30	33.3	60	66.7
6	Visual aids	22	24.4	68	75.6
7	Augmented Reality (AR)	17	18.9	73	81.1
8	Virtual Reality (VR)	32	35.6	58	64.4

Table 1 reveals the frequency and percentage of various audio-visual aids used in this educational setting. Interactive presentations were the most frequently utilized, with 68.9% of respondents reporting their use. This was followed by animations at 63.3% and videos at 40.0%. In contrast, visual aids were the least frequently used, with only 24.4% of respondents indicating their use. Augmented Reality (AR) and audio recordings also had relatively low utilization rates, at 18.9% and 38.9%, respectively. These findings are visually represented in Figure 1 below.



Research Question 2: How does the use of audio-visual aids affect the teaching and learning processes in Social Studies in Ekiti State?

Table 2: Descriptive Analysis of the Responses

S/N	Items	N	\bar{x}	S.D	Remark
1	Audio-visual aids clarify and deepen the understanding of Social Studies concepts.	90	4.01	2.20	Accepted
2	They boost student engagement and participation during Social Studies lessons.	90	3.85	1.99	Accepted
3	Integrating these resources supports effective learning among students.	90	2.89	0.98	Accepted
4	Audio-visual aids create a more interactive and dynamic learning environment in Social Studies classrooms.	90	2.67	1.21	Accepted
5	They also enhance students' motivation and enthusiasm for learning Social Studies..	90	3.21	1.19	Accepted

The result reveals that perception of the impact of audio-visual aids on Social Studies education. Respondents largely agreed that these aids improve the clarity and comprehension of Social Studies concepts, boost student engagement and participation, support effective learning, foster a more interactive and dynamic classroom environment, and increase students' motivation and enthusiasm for the subject. The mean scores, which range from 2.67 to 4.01, all exceed the threshold of 2.50, indicating broad agreement among participants about the positive effects of incorporating audio-visual aids into Social Studies instruction.

Research Question 3: How significantly does the integration of audio-visual resources improve the performance of Social Studies student?

Table 3: Means and Standard Deviation of

S/N	Items	N	\bar{x}	S.D	Remark
1	Integrating audio-visual resources significantly boosts students' proficiency.	90	3.34	1.32	Accepted

2	These resources help students grasp complex Social Studies concepts more effectively.	90	3.12	1.01	Accepted
3	Audio-visual aids improve students' retention of Social Studies content	90	2.74	1.03	Accepted
4	Students demonstrate increased confidence in Social Studies when using audio-visual resources.	90	3.45	1.00	Accepted
5	The use of audio-visual resources positively affects overall student performance in Social Studies assessments.	90	2.87	2.06	Accepted

Table 3 reveals a generally positive perception of the impact of audio-visual resources on student performance in Social Studies. Respondents concurred that incorporating these resources significantly enhances students' proficiency, aids in understanding complex concepts, improves content retention, boosts confidence in the subject, and positively influences overall assessment performance. Although there is some variability, as indicated by standard deviations ranging from 1.00 to 2.06, all mean scores exceed the threshold of 2.50.

Research Question 4: What instructional strategies do teachers use to incorporate audio-visual resources into Social Studies lessons in Ekiti State?

Table 4: Descriptive Analysis of Responses

S/N	Strategies	Yes		No	
		f	%	f	%
1	Incorporating audio-visual resources into lecture presentations	31	34.4	59	65.6
2	Using videos or multimedia presentations for lessons	33	36.7	57	63.3
3	Integrating audio recordings into discussion activities	22	24.4	68	75.6
4	Organizing group discussions or activities around visual stimuli	71	78.9	19	21.1
5	Creating interactive exercises or quizzes with digital resources	67	74.4	23	25.6

Table 4 presents the frequency and percentages of various instructional strategies used by teachers. The data highlights that a notable portion of teachers incorporate audio-visual resources into lecture presentations (34.4%) and utilize videos or multimedia presentations in their lessons (36.7%). Additionally, 24.4% of teachers use audio recordings for discussion activities, 78.9% organize group discussions or activities based on visual stimuli, and 74.4% create interactive exercises or quizzes using digital resources. These findings demonstrate that teachers employ a diverse set of instructional strategies to effectively integrate audio-visual resources into Social Studies lessons, with a clear emphasis on enhancing student engagement and learning outcomes through active participation and interactive learning experiences.

Research Question 5: How effectively do audio-visual resources enhance student interest, engagement, and motivation in Social Studies learning?

Table 5: Descriptive Analysis of Responses

ITEM		High		Low	
		f	%	f	%
1	INTEREST	73	81.1	17	18.9
2	ENGAGEMENT	72	80.0	18	20.0
3	MOTIVATION	71	78.9	19	21.1

Table 5 displays the frequency and percentages of student responses indicating varying levels of interest, engagement, and motivation. The data shows that a substantial majority of students reported high levels of interest (81.1%), engagement (80.0%), and motivation (78.9%) when using audio-visual resources in Social Studies. Conversely, a smaller proportion of students reported low levels of interest (18.9%), engagement (20.0%), and

motivation (21.1%). These results highlight the significant role that audio-visual resources play in enhancing students interest, engagement, and motivation in Social Studies, suggesting that they contribute positively to the overall learning experience and may improve academic performance. The high percentages of positive responses emphasize the effectiveness of incorporating audio-visual resources to foster dynamic and interactive learning environments that address students' varied learning needs and preferences. This is illustrated in Figure 2.

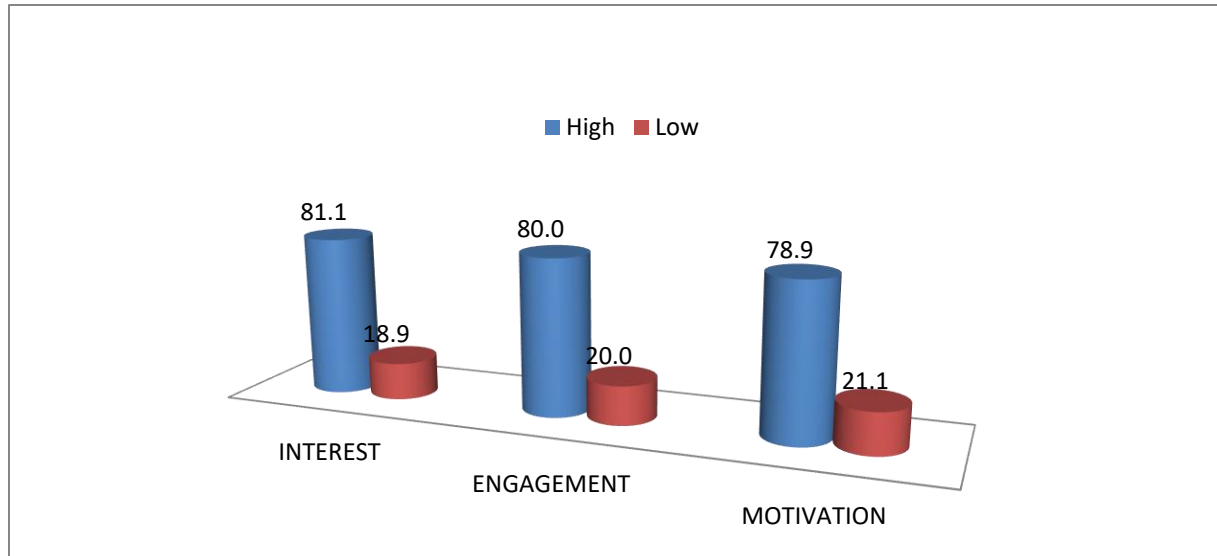


Figure 2: Bar Chart of the Responses

Finding of the Studies:

1. The varied use of audio-visual resources in Social Studies instruction influences pedagogical practices and resource creation, catering to diverse teaching needs and preferences.
2. The use of audio-visual aids has a beneficial impact on various aspects of teaching and learning in Social Studies in Ekiti State.
3. Integrating audio-visual resources significantly boosts Social Studies students' performance in Ekiti State schools, enhancing confidence and academic outcomes.
4. Teachers use a range of instructional strategies, including interactive and collaborative activities, to enhance Social Studies lessons with audio-visual resources.
5. Audio-visual resources play a crucial role in increasing student interest, engagement, and motivation in Social Studies, contributing to a positive learning environment and improved academic performance.

Discussion:

The study's finding highlights the diverse applications of audio-visual aids in social studies instruction. These insights could influence pedagogical methods and the building of educational material tailored to various teaching styles and needs. The findings align with Ajayi and Ayodele's (2001) emphasis on the necessity of readily available instructional resources for effective supervision and educational delivery. Ogbondah (2008) also addressed the significant shortage and underutilization of educational resources, noting their importance in compensating for sensory deficiencies and enhancing the effectiveness of teaching. He advocated for the use of locally produced resources as a supplement to traditional ones. Enaigbe (2009) further observed that many schools are lacking fundamental supplies such as textbooks, chalkboards, computers, projectors, televisions, and video equipment.

The study's findings indicate that the use of audiovisual aids positively influences various aspects of teaching and learning social studies in Ekiti State. This outcome is consistent with previous research by Ogunmilade (2016) and Rowtree (2014), who emphasized the importance of audio-visual resources. According to their work, these resources enable the effective transmission of expert knowledge to a wide audience, support both individual and group learning, and allow students to progress at their own pace. Additionally, they help bring abstract or seemingly

unrealistic concepts to life, thereby enhancing student engagement, relevance, and overall effectiveness of the educational process.

The study's findings reveal that integrating audio-visual resources significantly enhances the performance of social studies students in Ekiti State schools by boosting their confidence and academic results. This supports Natoli's (2011) assertion that "audio-visual resources provide rich opportunities for learners to develop communication skills while actively engaged in solving meaningful problems." In other words, when students participate in engaging and relevant activities, they not only enjoy the learning process more but also achieve better outcomes. The incorporation of audio-visual elements makes learning more conceptual and effective, capturing students' attention, increasing their motivation, and elevating both teaching and learning experiences (Wikipedia authors, 2021).

The study's findings highlight the diverse teaching strategies employed by educators to enhance Social Studies instruction through the use of audio-visual resources, including interactive and group projects. This does not corroborate Ekundayo's (2019) assertion that many secondary schools lack functional audio-visual facilities. Additionally, it contradicts Olokooba's (2015) investigation in Ilorin, Kwara State, which found that while computer-based teaching resources were available to upper-basic Social Studies instructors, they were not actively utilized in the classroom.

The study's findings underscore the critical role of audio-visual elements in creating a stimulating learning environment, enhancing students' interest, engagement, and motivation in Social Studies. This supports Allen and Bacon's (2014) assertion that audio-visual resources provide diverse auditory and visual experiences that enrich the learning process. These resources offer systematic, progressive, and practical approaches that facilitate the distribution of organized knowledge to a large audience, helping to address educational challenges and improve learning outcomes. By effectively integrating audio-visual resources, teachers can optimize their instructional strategies, streamline communication, and manage classroom dynamics more efficiently. This approach not only aids in developing students' motor, sensory, and perceptual skills but also fosters problem-solving abilities through interactive engagement with educational resources (Coombs, 2014). Thus, incorporating audio-visual aids into teaching practices can significantly enhance students' learning experiences by making concepts more concrete and reinforcing the material covered (Naidu, 2018).

Conclusion:

The study highlights the diverse applications of audio-visual aids in Social Studies instruction, emphasizing their potential to enhance teaching methods and address various instructional needs. The positive impact of these aids on teaching and learning processes in Ekiti State, Nigeria, aligns with findings from other research, underscoring their role in knowledge dissemination, student engagement, and performance improvement. The study also reinforces the significant contribution of audio-visual resources to students' competence in Social Studies, echoing earlier research in this area. It reveals the importance of effective instructional strategies and approaches to fully leverage the benefits of audio-visual aids, despite challenges like limited facilities. Consequently, the study affirms that audio-visual resources are vital to the educational process, as they boost students' interest, engagement, and motivation, thereby enhancing the overall learning experience and potentially improving academic outcomes.

Recommendations

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

1. There should be improve access to audio-visual resources in schools, particularly in areas like Ekiti State, Nigeria, is crucial. This may involve government funding, partnerships with educational institutions, and collaboration with technology companies to ensure schools are well-equipped.

2. The government should provide training for teachers to effectively integrate audio-visual aids into their teaching is essential. This includes developing engaging lesson plans, mastering various audio-visual tools, and leveraging technology to enrich instruction.
3. Audio-visual aids should be incorporated into the Social Studies curriculum to accommodate diverse learning styles and align with modern pedagogical strategies.
4. Additional research is required to assess the effectiveness of audio-visual aids in teaching Social Studies. This includes evaluating student outcomes, identifying best practices, and analyzing the impact of different types of audio-visual content.
5. Raising awareness among parents and community members about the benefits of audio-visual aids can help garner support for initiatives aimed at increasing resource availability and enhancing instructional methods. This could involve community workshops, awareness campaigns, and collaborative efforts.

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