

The Need for Audio Visual Materials in the Advancement of Musical Skills Acquisition

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Abstract

This study focused on the importance of using audio visual resources in acquiring musical skills in junior secondary schools in two purposefully selected schools in IFE central local government area of Osun State (Obafemi Awolowo university international school and urban day secondary school). The population of this study was 150 students, and the sample was 90 students from classes JSS 1-3. The results showed that the use of audio visual materials has a more significant influence on the teaching and learning of music students in junior secondary schools. It also indicated that the use of audio visual resources aids the retention capacity of the students, so as not to easily forget what they have learnt. Finally, the researcher recommended that there is ardent need for government and stakeholders to provide audio visual resources/aids in the schools to facilitate the teaching and learning process. Therefore, it is suggested that music teachers be adequately equipped with the knowledge of how audio visual resources are applied as teaching and learning aids to impact musical skills on students.

Keywords: Audio visual • Resources • Influence • Teaching • Learning

Introduction

Instruction and learning are essential for everyone and are significant components in knowledge acquisition. The instructor utilizes various methodologies to show dynamism in teaching their students [1]. Over the years, several approaches have been introduced to make teaching and learning more easy, accessible and far reaching. Visual guides stimulate the premium of students and assist the educators with clarifying the ideas without any problem. General media tools are those informative guides that are utilized in the study hall to empower understudies learning measure [2]. General media helps are those tactile items or pictures which start or invigorate and support learning. Audiovisual guides just like any gadgets which can be utilized to make the learning experience all the more genuine, more precise and more dynamic. Varying media tools are apparatuses that helps to make an issue or exercise more clear or more obvious and known (pictures, models, diagrams, maps, recordings, slides, genuine items and so forth). Visual aids are those devices which are used in classrooms to encourage students learning process and make it easier and interesting [3]. Visual aids are the best tool for making teaching effective and the best dissemination of knowledge.

Literature Review

Definition and description of instructional material

There are numerous audiovisual guides accessible nowadays. For instance: Models, genuine articles, diagrams, pictures, maps, wool board, cheat sheets, release board, writing slate, slides, overhead projector and so on. Out of these, chalkboard and chalk are the commonest ones [4].

Good in Awotua-Efebo defines instructional material as "Any device with instructional content or function that is used for teaching purposes". Obara and Okoh observe that instructional materials refer to all things that can be seen, heard, read, manipulated with the objectives of enhancing teaching/learning process [5].

Various criteria are used to classify instructional materials (Awotua-Efebo) some are based on physiological parameter; some are based on particular sensory modality. Other modalities used are auditory, visual, audiovisual, tactile, olfactory, gustatory and kinesthetic materials [6,7]. Visual materials therefore, appeal to the sense of vision (eye) such as pictures, auditory materials appeal to the sense of hearing (ears) such as radio, while audiovisual materials appeal to both senses of hearing and vision, such as television. Radio, projectors, tape records, video sets, computers, internet

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Received: 28 August, 2022, Manuscript No. ASSJ-22-73106; **Editor assigned:** 31 August, 2022, PreQC No. ASSJ-22-73106 (PQ); **Reviewed:** 15 September, 2022, QC No. ASSJ-22-73106; **Revised:** 28 October, 2022, Manuscript No. ASSJ-22-73106 (R); **Published:** 07 November, 2022, DOI: 10.37421/2151-6200.2022.13.539

facilities and telecommunication facilities are also audiovisual materials [8].

These materials have both merit and demerit base on usage. Audiovisual materials possess some intrinsic advantages that make them exceptional in teaching music. They provide the teacher with stimulating and captivating platforms for transmission of information, since they prompt learners to want to learn more. They bring the genuine world into the classroom [9]. Obara claims that instructional materials are relevant and important tools for enriching, visualizing amplifying, transmitting and accelerating the teaching and learning process [10].

Dike define the term audio visual 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. Ogunmilade in Nwankwo also pointed out that audio visual materials refer to devices of hardware and software through which the learning process may be encouraged and carried on [11]. Such devices include models and mockups, video taped instructional package, film strips instructional television, slides and transparencies, pictorial illustrations, graphic materials and maps; and three dimensional figures. They could also include radio vision and computers. According to “the term audio visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language” [12].

Relevance of audio-visual

The world is becoming more digitalized, thereby trying to eradicate the manual method of teaching and learning using the chalkboard. Adamu and Ibrahim observe that with audio visuals, the communication of information can be done in a more effective manner, and it can be an effective instructional medium for delivering information [13]. Audio visuals present easy and fast means of communication. According to Eze, it has been revealed that human being learns more easily and faster by audio-visual processes than by verbal explanations alone [14]. Oketunji and Ngozi, Samuel and Isaac stress that audio-visuals, when effectively utilized, can lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting approach to new topics and give initial correct impressions, economize time in learning, supply concrete materials needed, and stimulate the initiative of the students or pupils.

The process of communicating information or ideas, is what teaching and learning processes is all about. Natoli stresses that audio-visual materials are very important in the teaching and learning process because having seen something, most people remember what they have seen easily. Hence, the importance of audio-visual materials in the teaching and learning process cannot be

undermined. Adamu, opine that the power of audio visual lies in the fact that it is multisensory, stimulating the many senses of the audience [15]. It is also interactive, enabling the end users of the application to control the content and flow of information. In their study, Ho and Intai found that audio visual aids are effective in increasing the understanding of students, and the students were observed to be more attentive when audio-visual aids were played. The reason being that majority of students in the experimental group agreed that the use of audio-visual aids increased their interest and ability to remember the contents [16]. In their separate studies, Gilakjani and Shah and Khan reported that animation and information presented onscreen provided a different learning experience from printed text which was beneficial to the development of critical thinking, and aids in enhancing teaching and learning [17].

Being an essential resource in the educational system, the issue remains its availability. To this end, Adomi and Chandel and Saikai in their studies, revealed that audio visual materials were not visible to the users as in traditional settings where resources are physically available for browsing and use. The authors believed that even where these resources were available, empirical evidence has shown that this does not necessarily guarantee access to them, therefore, availability of resources is not conterminous with accessibility to resources. It is only when these resources are readily available and accessible, can one talk about its utilization. Aguolu and Aguolu disclose that although efforts are being made worldwide to promote access to information in all formats, it has not yielded much result, especially in most developing countries, as a result of issues related to power failure, machine breakdowns, and lack of spare parts and technicians, that intermittently stall the performance of the modern gadgets of information storage and transfer. However, there has been constant emphasis on the fact that availability does not necessarily transform to utilization [18].

Results and Discussion

The result of other researches carried out on the use of audio visual materials as a tool for teaching and learning gave high positive report on subjects like social studies, english etc.

Primary data were obtained through a structured questionnaire administered to the purposefully selected schools in IFE Central Local government area, Osun state. Secondary data were collected from national and international journals and books. Data from survey was analyzed using descriptive statistics of means and standard deviations (Table 1) [19].

Presentation

Question one: Are audiovisual materials used as teaching aid by teachers?

S/N	Questionnaire Item	Response				Interpretation			
		SA	A	SD	D	No of Response	X	\bar{X}	Decision
1	Audio visual materials is used in	45	45	0	0	90	120	4	Accepted

		teaching and learning of music								
2	You have been taught theoretical aspect of music through audio-visual aid at school	0	18	45	27	90	57	1.9	Rejected	
3	You have been taught practical aspect of music through audio-visual aid at school	18	18	27	27	90	69	2.3	Rejected	

Table 1. Mean rating on teachers use of audio visual materials a teaching aid.

In Table 1 above on item number one, forty-five (45) students out of thirty (90) respondents strongly believed that music can be taught using audio visual materials, forty-five (45) students also agreed with the statement, zero (0) strongly disagreed zero (0) disagreed. The mean score was 4.0.

On item number two (2) zero (0) out of 90 respondents strongly disagreed that their teachers have taught them theoretical aspect of music using audio visual materials, eighteen (18) agreed with

statement, forty-five (45) strongly disagreed with the statement and twenty-seven (27) respondents disagreed with the statement. Mean score was 1.9.

On item number 3 above eighteen (18) students out thirty (90) respondent strongly agreed with the statement, eighteen (18) agreed, twenty-seven (27) strongly disagreed and twenty-seven (27) disagreed. Mean score was 2.3 (Table 2).

Question two: What determine the usefulness of audiovisual materials in learning music?

S/N	Questionnaire item	Response					Interpretation			Decision
		SA	A	SD	D	No of Response	X	\bar{X}		
1	Learning music through audio visual materials will enhance your level of retention of the subject.	27	18	18	27	90	75	2.5	Accepted	
2	The use of audio visual materials as teaching aid will improve the performance of students in examination.	18	45	9	18	90	81	2.7	Accepted	
3	Being taught through audio visual materials will make the subject matter more real than reading from the white board or chalk board.	44	19	8	19	90	81	2.7	Accepted	

Table 2. Mean rating of the factors that determine the usefulness of audiovisual materials in learning music.

Item 1 above, twenty-seven (27) students out of ninety (90) respondent strongly agreed with the statement that learning music through audio visual materials will enhance your level of retention of the subject, eighteen (18) agreed with the statement, eighteen (18)

strongly disagreed and twenty-seven (27) strongly disagreed. Mean score was 2.5.

Item number 2 in the table, eighteen (18) students out of ninety (90) respondents strongly agreed that audio visual materials as teaching aid will improve the performance of students in examination,

forty-five (45) agreed with the same, nine (9) strongly disagreed and eighteen (18) disagreed. Mean score was 2.7.

Item number 3 in the table above forty-four (44) students out of ninety (90) respondent strongly agreed that being taught through audio visual materials will make the subject matter more real than

reading from the white board or chalk board, nineteen (19) agreed with the statement three, eight (8) strongly disagreed and nineteen (19) disagreed. Mean score was 2.7 (Table 3).

Question three: What are the advantages and disadvantages of audio visual as teaching aid in teaching and learning of music?

S/N	Questionnaire item	Response				No. of Response	Interpretation		
		SA	A	SD	D		X	\bar{X}	Decision
1	With the use of audio visual materials as teaching and learning aid will make learning music easier.	27	63	0	0	90	99	3.3	Accepted
2	Learning of both theory and practical of music with the use of audio visual materials can make you a better musician or music scholar	54	27	0	9	90	102	3.4	Accepted
3	Audio visual materials are waste of time in learning of music theory and practical	9	9	45	27	90	60	2	Rejected

Table 3. Research question on the advantages and disadvantages of audio visual as teaching aid in teaching and learning of music?

In table 3 above on item number one, twenty-seven (27) students out of ninety (90) respondents strongly agreed that audio visual materials as teaching and learning aid will make learning music easier, sixty-three (63) agreed with the statement, zero (0) strongly disagreed and zero (0) disagreed. Mean score was 3.3.

Item two (2) above fifty-four (54) students out thirty (90) respondent strongly agreed that learning of both theory and practical of music with the use of audio visual materials can make you a better musician or music scholar, twenty-seven (27) agreed with the statement, zero (0) strongly disagreed and nine (9) disagreed. Mean score was 3.4.

Item number three (3) above, nine (9) students out thirty (90) respondent strongly agreed that Audio visual materials are waste of time in learning of music theory and practical, nine (9) agreed with the statement, forty-five (45) strongly disagreed and twenty-seven (27) disagreed. Mean score was 3.0.

Findings

There is low use and once in a while non-accessibility of educational materials for instructing of music in schools. The example of instructing took on by educators today is for the most part unique in structure, without being upheld by the utilization of suitable guides. In different cases, these sorts of informative materials are not promptly accessible for use by these educators. All the respondents

were aware that audiovisual materials are essential as teaching aids in music [20,21].

The discoveries show that educators have a part to play in not simply utilizing the blackboard or marker board. However, they ought to explore and gain proficiency with the employment of general media materials in the teaching and learning process [22]. That there is an impassioned requirement for the government and partners to give general media support to the schools to work with them in improving the learning process. Besides, there is the need to audit the NCE educational program for music studies to enroll in a course that involves procedures of working with general media and helps prepare upcoming music instructors on how to utilize the materials adequately [23].

Conclusion

In conclusion, the findings show that teachers have a role to play not just teaching using the chalk board or marker board but should investigate and learn the uses of audio visual materials in the teaching and learning process. That there is ardent need for government and stake holders to provide audio visual aids in the schools to facilitate teaching learning process. Furthermore, there is the need to review the NCE curriculum for music studies to incorporate a course that entails techniques of operating audio visual aids so as to train prospective music teachers how to use the materials effectively.

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How to cite this article: Alemede, Emmanuel Oyetunji. "The Need for Audio Visual Materials in the Advancement of Musical Skills Acquisition." *Art Social Sci J 13* (2022): 539.