

QUALITY EDUCATION AT ELEMENTARY LEVEL WITHOUT A.V AIDS IS A DAY DREAMING

**Sayyed Farooq Shah¹, Safdar Rehman Ghazi¹, Saqib Shahzad²,
Rehmat Ullah¹, Saqib Khan⁴, Irfanullah Khan³ & Mairaj ud Din⁵**

¹Institute of Education, University of Science & Technology, Bannu,

²Institute of Education & Research, Abdul Wali Khan University, Mardan

³Department of Public Administration, Gomal University, Dera Ismail Khan

⁴Department of Business Administration, Gomal University

⁵Institute of Education & Research, Gomal University, Dera Ismail Khan

ABSTRACT

This ongoing paper draws upon the role of A.V aids in the schooling learning process usually used at Elementary level in education. The on hand study was a survey by type. The entire teaching staff and learners at Elementary level in District Bannu comprised of the population while 366 Elementary level teachers including 2002 learners at the rate of 25 percent & five percent respectively were engaged arbitrary as a sample of this research work. Questionnaires of two different types were designed for the collection of data. Objectives of this present study were: a) To explore the accessibility, usability and efficiency of the helping teaching materials at Elementary level b) To investigate how much the teaching staffs have potentialities to use effectively these materials at elementary level c). To identify how much the learners like these helping materials d) To scrutinize the usefulness of A.V aids during the learning activities at elementary level e) To search out the troubles in using A.V aids at elementary level. In the end it came out as an outcome that these helping materials (HTM) play significant function in the learning activities, it makes it successful, provide detailed information and provide attractive learning atmosphere in class.

Keywords: *Audio visual aids, learning activities, Computer, Multimedia, KPK*

INTRODUCTION

Education is the way to carry about pleasing variations in the actions & deeds of human being in accordance to the desires & necessities of its related humanity. Elementary level is an imperative stage in the whole learner's educational days. "If a teacher become able in framing a sound deeds foundation and building the entire perception clear to a child, then in upcoming life the student will be capable to clutch difficult thing easily" (Suleman, 2008). This merely relies on all the

effectual adopted learning activities. A.V Aids performs a significant and decisive part in manufacturing learning activities additionally useful and successful.

Definition “A.V aids are those materials, measures, organizations, dreams, devices, instruments or machines which make the teaching learning process more effective, successful, and memorable” Or

“Audio visual aids or (HTM) helping teaching materials are those devices or weapons in the hand of a teacher which are used in classrooms to encourage & assure learning activities and make it easier and interesting”.

Education is essential for every one of us. Education is very vital, because lacking of learning & enough knowledge no one of us can lead a superior life. Learning is the imperative constituent in human development. The teacher uses & applies dissimilar methodologies, bits and pieces to convey his experiences to this pupils. By the course of moments, diverse methodologies & tactics are used in educational arena different teachers use diverse type of educational helping materials to compose fruitful teaching. According to an expert “Assisting materials awaken the attention of students and assist the educators to make their notions clear effortlessly. According to Singh (2005) “Any device which by sight and sound increase the individual’s experience, beyond that acquired through read described as audio visual aids”. “Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting”. Materials like charts, maps, models, film strip, projectors radio, television etc called instructional aids (Rather, 2004).

According To (Jain, 2004) audio visual aids are “effective tool that invest the past with an air of reality”. There is a famous Chinese saying “one seeing is worth, a hundred words” it is a truth that we get information through our wits. In this regarding to another saying “ if we hear we overlook if we see we memorize, and if we do something we make out it” So it makes things clear. As Kishore (2003) said “A.V aids stimulated thinking and understand.” As famous educationist, (Mohanty, 2001) has well said “The use of A.V aids in learning activities have miscellaneous values” To an education specialist Kunari, (2006) who has vast experience in this regards argues that “By means of A.V aids in teaching is one way to boost lesson plans and give students extra ways to practice subject information. These materials add help to the job of the educator_and assist in the revision of the textbooks. The famous expert Comenius has well said “The

foundation of all learning consists in representing clearly to the senses and sensible objects so they can be appreciated easily” (Singh, 2005).

Importance of A.V Aids

The application of A.V aids in education & learning has enlarged in current years thanks to technical progress. Today's machinery offers a lot of choices to educators, tutors, lecturers and curriculum developers who desire to make use the most of energy & desires on the new generation's desire for presentations on multimedia. According to the earlier studies and research, a number of educators & instructors say that whenever they teach with some learning aids, their pupils dig up more enthused for the reason that the learning aids assist pupils to develop into more thoughtful. It adding up pupil's positive approach generates extra curiosity for the lessons they teach, and as product pupils take part healthier in the class activities.

Why A.V aids are essential in our learning processes

They are important in learning activities because of:

1. Audio visual material sharpens the learner's interest. Students dig up worried and develop a learning routine when the teaching method or means come into view genuine to them and are not theoretical. The material helps the teacher and instructor to offer his/her lessons visibly and effectively and this in turn catches the concentration of the pupils.
2. Instructional equipment is essential for the reason that with them learners has an apparent view of what is being skilled.
3. Audio visual materials direct learners to learn sound and it reduces the pressure caught up in the process of teaching and learning.
4. Audio visual aids in the classroom strengthen teaching methods and perk up student's understanding.
5. Teaching materials help to get the concentration of the students, makes the class more rational and it gives a perspective on the topic.
6. A.V aids materials give assistance to teachers and also help students to get the accurate image of what is being educated.

In short, variety of people learns in different ways. A number of people are excellent in retaining information passed to them verbally, while some others are extremely good in retaining information through what they read and others

through movies and some other means. But normally, findings and statistics have revealed that the most excellent means of facilitating good teaching and learning is through the use of a.v aids materials which include radio, charts and projectors of various kinds.

Hurdle to A.V aids Materials

Schools are now and then reserved to make out the profit that A.V aids present to learners who are in touch with them daily. “In addition, a child’s technological ability often outweighs that of the educator” (Burns, 2012). An article published in a paper by Becta in 2004 on “a review of the research literature on barriers to the uptake of AV by teachers’ evidences many factors to illustrate this gap”. Teachers who have little or no confidence in using computers in their work will try to avoid them altogether.” (Dawes et al., 2000). In brief if these hurdles or obstacles’ which comes across seldom in the way of teachers, tutors and lectures are completely or partially removed there is no way that fruitful, successful and far reaching results are not archived having after a successful induction and application of A.V aids .in the academic and learning activities.

Objectives of the on hand Research Work

The study was guided by the following five main objectives:

- To explore the accessibility, usability and efficiency of the helping teaching materials at elementary level
- To investigate how much the teaching staffs have potentialities to use effectively these materials at elementary level
- To identify how much the learners like these helping materials at elementary level
- To scrutinize the usefulness of A.V aids during the learning activities at elementary level
- To search out the troubles in using A.V aids at elementary level

DATA COLLECTION PROCEDURE & METHODOLOGY

To collect the required data the canvassers individually surveyed the sampled staff and learners & delivered the designed feedback forms amongst them. Also some were dispatched through post or by mail for this purpose.

Population of the on hand Research Work

The entire teaching staff and learners at elementary level in District Bannu comprised of the population of the present research.

Sample of the on hand Research Work

Just (366) elementary school teachers & (2002) pupils of primary schools at 25% and 5% in that order were selected at random as sample of the research work.

Category	Percentage	Total
Teachers	25%	366
Students	5%	2002

Research Instrument used in the calculation of data

This research work was survey as naturally. Two dissimilar feedback forms were prepared as a tool to collect the required information.

RESULTS AND FINDINGS

Table 1: Feedback from the Teaching staff about the Availability of Variety of A.V aids

No	A.V aids	Availability	Percentage	Not availability	Percentage	G. Total
1	Computer as a.v aids	03	.81	363	99.18	366
2	Radio as a.v aids	13	3.55	353	96.45	366
3	Educational television as a.v aids	00	.00	366	100	366
4	Pictures as a.v aids	213	58.20	147	41.80	366
5	Flash cards as a.v aids	187	51.09	179	48.91	366
6	Blackboards as a.v aids	347	94.81	19	5.19	366
7	Models as a.v aids	203	55.46	163	44.55	366
8	Overhead projectors as a.v aids	00	.00	360	95.36	366
9	Maps as a.v aids	196	53.55	170	100.00	366

10	Flip Charts as a.v aids	17	4.64	349	46.45	366
11	Film strips as a.v aids	00	.00	366	95.36	366
12	Charts as a.v aids	263	71.86	103	100.00	366
13	Internet facility as a.v aids	00	.00	366	28.14	366
14	Educational software as a.v aids	00	.00	366	100.00	366
15	Multimedia Projectors as a.v aids	00	.00	366	100.00	366
16	VCR as a.v aids	00	.00	366	100.00	366

Table 1 clearly discloses the fact that computer, radio, television, overhead projector, educational software, film strips, V.C.R, multimedia projector, internet facility and flip charts did not exist in preponderance number of schools. It was furthermore established that only green boards and charts were present in nearly every one of the institutions.

Table 2: Feedback from the teaching staff regarding the Usability of available A.V aids in the programs of learning activities.

No	A.V aids	Frequently	%	Sometime	%	Never Used	%	G. Total
1	Computer as a.v aids	00	.00	01	.27	365	99.72	366
2	Radio as a.v aids	02	.55	.5	1.37	359	98.09	366
3	Educational television as a.v aids	00	.00	..	.00	366	100	366
4	Pictures as a.v aids	63	17.21	182	49.73	121	33.06	366
5	Flash cards as a.v aids	57	15.58	64	17.49	245	66.94	366
6	Blackboards as a.v aids	278	75.96	61	16.67	27	7.38	366
7	Models as a.v aids	53	14.48	106	28.96	207	56.56	366
8	Overhead projectors as a.v aids	00	.00	00	.00	366	100	366
9	Maps as a.v aids	67	18.31	176	48.09	123	33.61	366
10	Flip Charts as a.v aids	06	1.64	09	2.46	351	95.90	366

11	Film strips as a.v aids	00	.00	00	.00	366	100	366
12	Charts as a.v aids	198	54.10	93	25.41	75	20.49	366
13	Internet facility as a.v aids	00	.00	00	.00	366	100	366
14	Educational software as a.v aids	00	.00	00	.00	366	100	366
15	Multimedia projectors as a.v aids	00	.00	00	.00	366	100	366
16	VCR as a.v aids	00	.00	00	.00	366	100	366

Table 2 indicates that the teachers are not using the on hand A.V aids. Some A.V aids were present to some degree but educators are not paying full attention to employ them. It was moreover found that greater part of the educator use only green board's often in instruction. Charts were used often to some point as well.

Table 3: Feedback from of the Teaching staff regarding the Usability of the available A.V aids in the programs of learning activities.

No	A.Vaids	frequently	Percentage	Sometime	Percentage	Neverused	Percentage	G.Total
1	Computer as a.v aids	00	.00	03	.15	1999	99.85	2002
2	Radio	12	.60	19	.95	1971	98.45	2002
3	Educational television as a.v aids	00	.00	00	.00	2002	100	2002
4	Pictures as a.v aids	337	16.83	1203	60.09	464	23.08	2002
5	Flash cards as a.v aids	302	15.08	321	16.03	1379	68.89	2002
6	Blackboards as a.v aids	1636	80.57	362	18.08	27	1.35	2002
7	Models as a.v aids	263	13.14	557	27.82	1182	59.04	2002
8	Overhead projectors as a.v aids	00	.00	00	.00	2002	100	2002
9	Maps as a.v aids	343	17.13	976	48.75	683	34.12	2002
10	Flip Charts as a.v aids	38	1.90	43	2.15	1921	95.95	2002
11	Film strips as a.v aids	00	.00	00	.00	2002	100	2002
12	Charts as a.v aids	1113	55.60	487	24.33	402	20.08	2002
13	Internet facility	00	.00	00	.00	2002	100	2002
14	Educational software as a.v aids	00	.00	00	.00	2002	100	2002

Outcomes of both the table 2 and 3 are alike in most regards. The view of the students and teachers are identical about the usability of A.V aids. The view of the students about usability certified the view of the teachers.

Table 4: Feedbacks of the teaching staff regarding the usefulness and training for the effective use of available A.V aids in the programs of learning activities

No	Items	Agree	percentage	DisAgree	percentage	G.Total
1	You have received training for the effective use of A.Vaids	07	1.91	359	98.09	366
2	The of A.V aids is brings learners's attention	337	92.08	29	7.92	366
3	The application of A.V aids improves contact between tutor & learners.	324	88.52	42	11.48	366
4	The application of A.V aids makes complicated things easy	358	97.81	08	2.19	366
5	The application of A.V aids makes make certain the learners participation	247	67.49	119	32.51	366
6	The application of A.V aids makes the activities of learning effective & interesting	361	98.63	05	1.37	366
7	The application of A.V aids gives concrete concept about things.	309	84.43	57	15.57	366
8	The application of A.V aids develops continuity of thoughts	235	64.21	131	35.79	366
9	The application of A.V aids changes abstract things into concrete.	312	85.25	54	14.75	366
10	The application of A.V aids gives reality to the experiences of students.	326	89.07	40	10.94	366
11	The application of A.V aids develops the creative and imaginative power of learners	234	63.93	132	36.07	366
12	Application of A.V aids	332	90.71	34	9.29	366

	increases productivity of tutor's					
13	The application of A.V aids enriches the learning programmes	359	98.09	07	1.91	366
14	The application of A.V aids smoothen the way towards success	303	82.79	63	17.21	366
15	The use of A.V aids leads to make easier student's assessment.	264	72.03	102	27.87	366
16	Application of A.V aids makes teaching more organized	325	88.80	41	11.92	366
17	Application A.V aids put away teacher's time.	346	94.54	20	5.46	366
18	Application A.V aids like helps in calculating the human being differences.	287	78.42	79	21.58	366

Key: A stands for Agree while DA represents Disagree results, HTM stands for audio visual materials

Table 4 demonstrates the facts that the educators are not skilled for the successful use of A.V aids in learning activities. It was furthermore established that best part of the educators were in the belief that A.V aids guarantee students involvement, students enthusiasm, effectual teaching, to pull towards student's concentration, and enhancement of environment for learning activities.

FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The researcher having close & careful calculations reached the following conclusions:

- It was set up that an A.V aid plays a vital role in the learning programs of activities at elementary level, make the class room environment friendly, frankly, charming and keeps the learners involved permanently.
- Teaching staff were not enough equipped and skilled to take beneficiaries the A.V aids.

- The analysis of data reveals that majority of the teaching staff were not using the available A.V aids and just want to escape from their duties or making excuses.
- It was also found from the analysis that still majority of the learning institutions were deprived of the required & basic helping learning materials (HTM).
- In majority schools pictures, maps, flash cards, white/green/white boards and charts etc were found to some extent.
- It was found that best part of the teaching staff use only green/white boards regularly in their respective learning program of activities.
- A heavy amount of teachers were not yet trained due to injustice selection for training.

Recommendations

Keeping in view the basic findings and conclusions, the researcher makes some recommendations of his own which are listed below:

- Special refresher courses, training workshops/programs should be held time and again in the academic year on regular intervals, so that most of the teaching staff might get enough update knowledge & information to know how these A.V aids may be as an effective weapon when used in the classes.
- As much as possible Govt and other donating agencies, contributors, local, national and international NGO.s make sure to provide these A.V aids on the emergency basis in the beginning of academic year to the institutions.
- It should be tried to provide each & every institution the Net services, if not possible some where at least asses to computer should be made sure.
- Teaching staff should be provided every possible opportunity for the booming deployment of A.V aids.
- An obligatory subject concerning the preparation, usage or utilization of A.V aids should be incorporated in the teacher training programs, Workshop or in the form of textbooks or seminars, so that all related staff might get compulsory information.
- Also all the elementary institutions should be allocated special funds by the Government for purchasing the required A.V aids.
- To observe whether the provided material are being used by the teachers effectively or not, special skilled staff should be appointed to monitor and provide necessary guidance about the A.V aids.

- To make atmosphere of competition among the teachers in the usage of A.V aids annual exhibitions of these materials should be held by the authorities on local/ national levels where prizes should be distributed among the winners to encourage them.
- If possible a single IT teacher should be appointed to guide the teachers and learners as well and take full advantage of them.
- Special precautionary measure should be taken while using electronic devices.
- Additional teaching staff should be appointed in the schools so, that the burden of heavy enrollment should minimized and the teachers give full to other activities A.V aids as well.

Suggestions for Further Research

Further Research Work is very much needed in this regards. Researcher should look on how effectively A.V aids are being used in the advanced countries and here locally, need comparison of their commitments to works and efficiency and attachment towards their profession. Also comparative studies are needed to highlight benefits of using HTM or (A.V aids) and the sufferers of not using them. These gray areas must be concentrated, if someone having further interests to expose the facts.

REFERENCES

- Govt. of N.W.F.P (2007-08). Annual Statistical Report of Schools in KPK (Khyber Pakhtunkhwa), Directorate of School & Literacy NWFP.
- Jain, P. (2004). Educational Technology, Delhi Moujpur publication.
- Kishor, N. (2003). Educational technology, Abhishek publication.
- Kunari, C. (2006). Methods of teaching educational Technology, New Delhi.
- Mohanty, J. (2001). Educational Technology, Publish by Rajouri garden New Delhi.
- Rather, A. R. (2004). Essentials Instructional Technology, published by Darya gaj New Delhi.
- Russell & Bradley. (1997). 2011 reviewed)
- Suleman, Q. (2008). The Use and Availability of Audio Visual Aids in Teaching of Science at Primary Level in Tehsil Banda Daud Shah (Karak). Unpublished

ISSN: 1019-8180

Master Thesis, Institute of Education & Research, Sarhad University of Science & Technology Peshawar. p.2

Singh, Y. K. (2005). Instructional Technology in Education, published by Daryaganj New Delhi