

**EFFECT OF AUDIO-VISUAL MATERIALS ON READING
ABILITY AMONG PRIMARY SCHOOL PUPILS IN DELTA
NORTH SENATORIAL DISTRICT, DELTA STATE**

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Executive Summary

This research explored the effect of audio-visual materials on reading ability among primary school pupils in Delta North Senatorial District. To effectively carryout the research three research questions and three hypotheses were formulated to guide the study. The quasi experimental research design is adopted for the study. The population of the study consists of all the primary five pupils in Delta North Senatorial District of Delta State .A sample of 124 (58 male and 66 female) primary five (5) pupils was drawn for the study using purposive and simple random sampling techniques. Data was collected using the Reading Ability Test (RAT) developed by the researchers. The data collected was analyzed using mean, standard deviation and analysis of

covariance (ANCOVA). Recommendations were made based on the findings.

Introduction

In the ever-evolving landscape of education, the integration of multimedia resources has become an essential tool for fostering effective learning experiences. One crucial area where this integration has shown promising results is in the realm of primary school education, particularly in enhancing the reading ability of pupils. Reading ability is a fundamental skill that serves as the cornerstone for academic success and lifelong learning. According to Kolawole, Adepoju and Adelore(2022), reading is a language skill that is required to extract meaning from a printed text by identifying words in print and constructing understanding from them. It is also described as the ability to retrieve information from a written text (Duke, 2006). In essence, the goal of reading is to derive meaning or comprehend any given text. Research consistently shows that a strong foundation in reading during the primary years correlates with better academic performance across all subjects. Additionally, proficient readers are more likely to develop critical thinking skills, creativity, and a love for learning than those who are not proficient. Thus, Adebisi (2012) categorically states that reading is an indispensable skill for general literacy as it is the foundation and most crucial factor in academic attainment in formal education.

It is therefore unfortunate that as research report has shown that poor performance in English language is a product of students' deficiency in the four language skills – speaking, listening, writing and reading – taught and tested as part of English language curriculum in schools (Kolawole, Adepoju & Adelore, 2022). Particularly, according to the authors, individuals' inability to read and comprehend specific passage(s) effectively is one of the factors responsible for poor performance in English language. This has prompted inquiries into problems often encountered by students in reading. Scholars have attributed poor performance in reading to factors such as poor vocabulary knowledge, poor knowledge of punctuations, teachers' incompetence and wrong choice of instructional strategies in teaching the different language skills. Other factors include poor spellings, text genre, text length, word difficulty, sentence and grammatical structures, phrases, idioms, and/or cultural information in the passage, and poor or non-usage of (audio-visual) teaching resources in the teaching and learning process (Andima, 2013). All the aforementioned factors

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can impede an individual's reading ability. To address these factors, there is a need for primary school teachers to adopt viable teaching approaches or methods.

Traditional methods of reading instruction often face challenges, especially in diverse learning environments such as those found in the Delta North Senatorial District. Factors like varying learning styles, language barriers, and limited resources can hinder the effectiveness of conventional teaching methods (Ikwong, 2019). Recognizing these challenges, educators have increasingly turned to audio-visual materials to provide a more engaging and inclusive learning experience.

Audio-visual materials encompass a wide range of educational tools, including videos, animations, interactive software, and audio recordings. Audio-visual materials are devices that appeal simultaneously to both the senses of hearing and sight and often meant for educational, pedagogical or training purposes (Ofodu & Oso, 2015). Adamu, Ibrahim, Adamu and Ibrahim (2018) defines audio-visual materials as the combination of various digital media such as text, images, sounds and video into an integrated multi-sensory interactive application, to convey information to the audience. It means that audio-visual devices are integrated rather than a single device used to transmit information.

Generally, audiovisual materials that are considered to be classroom friendly include like slides, filmstrips, microforms, projected opaque materials, educational DVDs, PowerPoint, television educational series and other multimedia materials on MP3 and MP4 (Olagbaju & Popoola, 2020). These materials leverage visual and auditory stimuli to convey information, making learning more dynamic and accessible. For primary school pupils, who are often in the early stages of literacy development, the incorporation of audio-visual aids can significantly enhance comprehension, vocabulary acquisition, and overall reading proficiency. Audio-visual materials capture the attention of young learners, fostering a higher level of engagement compared to traditional teaching methods (Olagbaju & Popoola, 2020). Pupils are more likely to stay focused and interested in the learning process, leading to better retention of information. Visual aids provide reinforcement for textual content, helping students to better grasp concepts. For instance, animated videos can illustrate complex ideas in a simple and digestible format, making it easier for pupils to understand and remember.

By incorporating both visual and auditory stimuli, audio-visual materials cater to different learning styles. This multisensory approach accommodates the diverse needs of primary school pupils, ensuring that a broader spectrum of learners can benefit from the instructional content (Ghulam, Khuram, Naqui &

Nadeem, 2015). Exposure to audio-visual materials aids in language development by providing authentic examples of pronunciation, intonation, and context. This exposure contributes to the expansion of vocabulary and improves overall language skills. A study conducted by Gemalli and Claudio (2018) reported that audio-visual materials significantly improved English as Foreign Language (EFL) young learners' understanding of instructions and performance. Also, Olagbaju and Popoola (2020) found a significant positive effect of audio-visual resources on students' achievement in reading comprehension.

However, instructional procedures in reading classrooms in the Delta State, Nigeria are largely conducted using the chalk and talk text-based approach with little or no use of audio-visual materials. With advancements in the field of science and technology and its attendant effect on education, the need for audio-visual materials in teaching and learning can no longer be denied in the 21st century classroom. Considering the benefits of making use of audio-visual materials in classroom instruction, this paper therefore explores the effects of audio-visual materials on the reading ability of primary school pupils in the Delta North Senatorial District.

Statement of the Problem

Reading is an important language skill as it determines academic success in other subject areas and it is used to mark literacy. the use of audio-visual materials can facilitate effective reading among pupils. however, in most Nigerian primary schools learning activities are largely dependent on textbook-based chalk and talk approach because of paucity of audiovisual materials. several studies have confirmed that the use of audio-visual materials in the teaching of several school subjects contributed significantly to achievement, interest and retention rates. most of the studies were conducted outside the shores of the Nigeria and they largely focused on other subject areas and did not consider pupils' reading ability. this study therefore investigated the effects of audio-visual materials on the reading ability of primary school pupils in the delta north senatorial district.

Purpose of the Study

The purpose of the study was to investigate the effect of audio-visual materials on reading ability among primary school pupils in Delta North Senatorial District, Delta State. Specifically, the study sought to determine the:

1. reading ability scores of pupils exposed to audio-visual materials and those exposed to the conventional approach.
2. influence of gender on reading ability scores of pupils.

3. The interaction effect of instructional approaches and gender on reading ability scores of pupils.

Research Questions

The study was guided by the following research questions

1. What is the mean reading ability scores of pupils exposed to audio-visual materials and those exposed to the conventional approach?
2. What is the mean influence of gender on reading ability scores of pupils?
3. What is the mean interaction effect of instructional approaches and gender on reading ability scores of pupils?

Hypotheses

The following hypotheses were formulated in the study and were tested at .05 level of significance.

H₀₁: There is no significant difference in the mean reading ability scores of pupils exposed to audio-visual materials and those exposed to the conventional approach.

H₀₂: There is no significant difference between the mean reading ability scores of male and female pupils.

H₀₃: There is no significant interaction effect of instructional approaches and gender on reading ability scores of pupils.

Literature Review

Audio-Visual Materials

The usefulness of audio visual materials in teaching and learning process cannot be over emphasized as both teachers and learners benefit from its worth. Audio-visual materials refer to educational resources that use a combination of sound and visual elements to deliver information (Ofodu & Oso, 2015). The materials provide learners with aural and visual advantages in learning. These materials include videos, animations, multimedia presentations, and interactive applications. The integration of audio-visual materials in the classroom can make learning more engaging and interactive, catering to the diverse learning styles of pupils (Olagbaju & Popoola, 2020). The materials captivate the attention of young learners more effectively than traditional teaching methods. As noted by Idris (2015), the dynamic nature of visuals and audio elements appeals to their senses, making learning enjoyable. Visual aids, such as images, videos, and diagrams, provide a tangible representation of abstract concepts, making it easier for pupils to grasp and remember information. (Ghulam, Khuram, Naqui & Nadeem, 2015) This can significantly improve their comprehension of reading materials. The integration of audio-visual materials can make reading more

attractive to pupils. Videos and animations can bring stories to life, sparking their interest in books and literature. Commenting on the importance of audio-visual materials on the learners, Ghulam, Khuram, Naqui and Nadeem (2015) maintain that students can study well when they are inspired properly through different audio-visual aids, which helps to increase their vocabulary and reading fluency. m for a brighter future.

Reading Ability

Reading is the complex cognitive process of decoding symbols to derive meaning, share information and ideas. The symbols are typically visual (written or printed). It provides individuals with a means of accessing ideas, views, and experiences of others. Effective reading ability helps an individual to construct meaning and develop thoughtful and critical interpretations of a variety of texts. Reading to young children is a recommended way to instill language and expression, and to promote comprehension of texts. Reading ability refers to the proficiency and skill that an individual possesses in interpreting and understanding written language (Kolawole, Adepoju & Adelore, 2022). It also refers to the proficiency in reading, comprehending and interpreting written texts (Nwagbara, 2019). Reading ability, according to Olagbaju and Popoola (2020) encompasses a range of cognitive processes and skills that allow a person to decode, comprehend, and analyze written text. An individual's reading ability can be influenced by factors such as language proficiency, cognitive skills, and exposure to reading materials.

Decoding: This involves the ability to recognize and pronounce words accurately. It is the foundation of reading and is typically developed during early stages of literacy.

Fluency: Fluency is the ability to read text with speed, accuracy, and appropriate expression. Fluent readers can maintain a natural pace while comprehending the material.

Vocabulary: A strong vocabulary is essential for understanding the meaning of words encountered in text. A broad vocabulary enables readers to comprehend a variety of written materials.

Comprehension: This is perhaps the most crucial aspect of reading ability. It involves understanding the meaning of the text, making connections between ideas, and extracting information. Comprehension skills can be influenced by background knowledge, critical thinking abilities, and the reader's familiarity with the subject matter.

Method

The study adopted the pretest-posttest non-equivalent control group quasi-experimental design. The study population comprised 41, 617 primary five (5) pupils in the 1140 public primary schools in Delta North Senatorial District of Delta State, Nigeria for the 2022/2023 academic session. A sample of 124 (58 male and 66 female) primary five (5) pupils was drawn for the study using purposive and simple random sampling techniques. The Reading Ability Test (RAT) developed by the researchers was used for data collection. The instrument was subjected to face validation by three experts; one from the field of Measurement & Evaluation, and two from Childhood Education, all from the Faculty of Education, University of Nigeria, Nsukka. The experts were asked to critically examine the suitability and appropriateness of the instrument, the clarity of language. The reliability of the instruments was determined after trial-testing the final versions of the instrument on twenty (20) Primary five pupils drawn from two Public Primary School in the Delta Central Senatorial District of Delta State. The area was used for the reliability test because it is within the study area but was not part of the actual study. During the trial-testing, the instruments were used by three raters for observing and rating the 20 pupils during reading lesson at different occasions. This was done in order to ascertain the consistency of the rating of each pupil by the different raters. The Kendall's Coefficient of concordance (ω) was used to establish the inter-rater's reliability of the instrument. This is because the method is used in estimating the level of consistency of agreement among multiple raters who rates a group of testees on a set of items. Therefore, since more than one rater (3 raters) observed and rated the 10 NVE teachers, at different occasions, the method was considered appropriate. The reliability coefficient obtained for the instrument (RAT) was 0.89. This showed that the instruments were reliable and good for the study. The teachers of the experimental group were given detailed explanations on the use of audio-visual materials, while those in the control group were oriented on how to use the conventional approach. Before treatment commenced, the RAT was administered to the pupils in both groups as pre-test. At the end of the treatment (exposure of the groups to audio-visual materials and the conventional approach, respectively), the same instrument was administered to the pupils as post-test. The research questions were answered using mean and standard deviation while Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.

Results

The results obtained from the study are presented below in line with the research questions and the null hypotheses that guided the study.

Research Question One: What is the mean reading ability scores of pupils exposed to audio-visual materials and those exposed to conventional method?

Table 1: Pretest and Post-test mean reading ability scores of pupils exposed to Audio-visual materials and those exposed to conventional method

Instructional Approach	Pretest			Posttest		Mean Difference
	N	$\bar{X}$	SD	$\bar{X}$	SD	
Audio-Visual Materials	61	39.56	6.20	76.10	8.32	36.54
Conventional Approach	63	40.21	7.12	45.87	4.26	5.66

Result in Table 1 shows that pupils who were exposed to audio-visual materials had a mean reading ability score ($\bar{X}$ = 39.56, SD = 6.20) at the pretest and a mean reading ability score ($\bar{X}$ = 76.10, SD = 8.22) at the posttest, while those who were exposed to the conventional approach had mean reading ability score ($\bar{X}$ = 40.21, SD = 7.12) at pretest and mean reading ability score ($\bar{X}$ = 45.87, SD = 4.26) at posttest. The pretest and posttest mean difference for pupils exposed to audio-visual materials and those exposed to the conventional approach was 36.54 and 5.66, respectively. This implies that audio-visual materials increase pupils' reading ability than the conventional teaching approach.

Hypothesis One

H₀₁: There is no significant difference in the mean reading ability scores of pupils exposed to audio-visual materials and those exposed to the conventional teaching approach.

Table 2: Analysis of Covariance (ANCOVA) of the difference in the mean reading ability scores of pupils exposed to audio-visual materials and those exposed to the conventional teaching approach.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Dec.
Corrected Model	14179.135 ^a	4	3544.784	85.811	0.00	.718	
Intercept	12487.154	1	12487.154	302.285	0.00	.691	

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PretestReadingAbility	47.649	1	47.649	1.153	0.28	.008	
Group	10056.491	1	10056.491	243.444	0.00	.643	S
Gender	2.443	1	2.443	.059	0.80	.004	NS
Group * Gender	1.130	1	1.130	.027	0.86	.003	NS
Error	5576.751	120	46.473				
Total	608140.000	124					
Corrected Total	19755.886	123					

Note: S = Significant, NS = Not Significant and η^2_p = partial eta squared

The result on Table 2 shows that there is a significant difference in the mean reading ability scores of pupils exposed to audio-visual materials and those exposed to the conventional teaching approach, ($F(1, 123) = 243.444, p < .05, \eta^2_p = .643$). This is because the associated probability (Sig.) value of .000 is less than 0.05 level of significance at which the result is being tested. Hence, the null hypothesis one (H_{01}) is rejected, and inference drawn is that there is a significant difference between the mean reading ability scores of pupils exposed to audio-visual materials and those exposed to the conventional approach. Furthermore, the effect size difference ($\eta^2_p = .643$), indicates that 64.3% variance in the mean reading ability scores of pupils can be explained by the difference between the instructional approaches. This implies that there is a significant difference between the mean reading ability scores of pupils exposed to audio-visual materials and those exposed to the conventional teaching approach.

Research Question Two: What is the influence of gender on the mean reading ability scores of pupils?

Table 3: Pretest and Post-test Mean Reading Ability Scores of Male and Female Pupils

Gender	Pretest			Posttest		Mean Difference
	N	$\bar{X}$	SD	$\bar{X}$	SD	
Male	58	43.27	6.83	63.93	11.74	20.66
Female	66	41.84	8.29	65.73	12.10	23.89

Result in Table 3 shows that the male pupils had a mean reading ability score ($\bar{X} = 43.27, SD = 6.83$) at the pretest and mean reading ability score ($\bar{X} = 63.93, SD = 11.74$) at the posttest. The pretest and posttest mean difference for the male pupils was 20.66. On the other hand, the female pupils had mean reading ability score

($\bar{X}$ = 41.84, SD = 8.29) at pretest and mean reading ability score of ($\bar{X}$ = 65.73, SD = 12.10) at posttest. The pretest and posttest mean difference for the female pupils was 23.89. This implies that the female pupils recorded slightly better reading ability scores than their male counterparts.

Hypothesis Two

H₀₂: There is no significant difference between the mean reading ability scores of male and female pupils.

The result in Table 2 also indicates that there is no significant difference between the mean reading ability scores of male and female pupils, ($F(1, 123) = 0.059$, $p > 0.05$). This is due to the fact that the associated probability (Sig.) value of .080 is greater than 0.05 level of significance at which the result is being tested. Thus, the null hypothesis two (H₀₂) was not rejected, inference drawn is that there is no significant difference between the mean reading ability scores of male and female pupils. This implies that gender is not a significant factor in determining pupils' reading ability.

Research Question Three: What is the mean interaction effect of instructional approaches and gender on reading ability scores of pupils?

Table 4: Pretest and Post-test mean interaction effect of instructional approaches and gender on reading ability scores of pupils

Instructional Approaches	Gender	N	Pretest		Posttest		Mean Difference
			$\bar{X}$	SD	$\bar{X}$	SD	
Audio-Visual Materials	Male	28	47.46	4.98	75.93	8.94	28.47
	Female	34	45.82	7.03	76.24	7.90	30.42
Conventional Approach	Male	42	40.48	6.50	55.93	3.96	15.45
	Female	36	38.08	7.68	55.81	4.65	17.73

Result in Table 4 shows the interaction effect of instructional approaches and gender on the mean reading ability scores of pupils. The result is indicative that the male pupils exposed to audio-visual materials had a mean reading ability score ($\bar{X}$ = 47.46, SD = 4.98) at the pretest and mean reading ability score ($\bar{X}$ = 75.93, SD = 8.94) at the posttest. The pretest and posttest mean difference was 28.47. The female pupils exposed to audio-visual materials had a mean reading ability score ($\bar{X}$ = 45.82, SD = 7.03) at pretest and a mean reading ability score ($\bar{X}$ = 76.24, SD = 7.90) at posttest. The pretest and posttest mean difference was

30.42. The result on Table 4 also shows that the male pupils exposed to the conventional approach had a mean reading ability score ($\bar{X} = 40.48$, $SD = 6.50$) at the pretest and a mean reading ability score ($\bar{X} = 55.93$, $SD = 3.96$) at the posttest. The pretest and posttest mean difference was 15.45. While, the female pupils exposed to the conventional approach had a mean reading ability score ($\bar{X} = 38.08$, $SD = 7.68$) at pretest and a mean reading ability score ($\bar{X} = 55.81$, $SD = 4.65$) at posttest. The pretest and posttest mean difference was 17.73. Summarily, the result shows that the female pupils had slightly higher improvement in their reading ability than the male pupils in both approaches. To test for the interaction effect of instructional approaches and gender on reading ability scores of pupils, see hypothesis three.

Hypothesis Three

H₀₃: There is no significant interaction effect of instructional approaches and gender on reading ability scores of pupils.

The result on Table 4 shows that there is no significant interaction effect of instructional approaches and gender on reading ability scores of pupils, ($F(1, 123) = 0.027$, $p > 0.05$). This is because the associated probability (Sig.) value of .000 is less than 0.05 level of significance at which the result is being tested. Hence, the null hypothesis three (H₀₃) was not rejected, the conclusion drawn is that the interaction effect of instructional approaches and gender on the mean reading ability scores of pupils is not statistically significant. This is evident as shown in figure two as the lines drawn against the methods and gender do not intercept at a point. The graph is shown below.

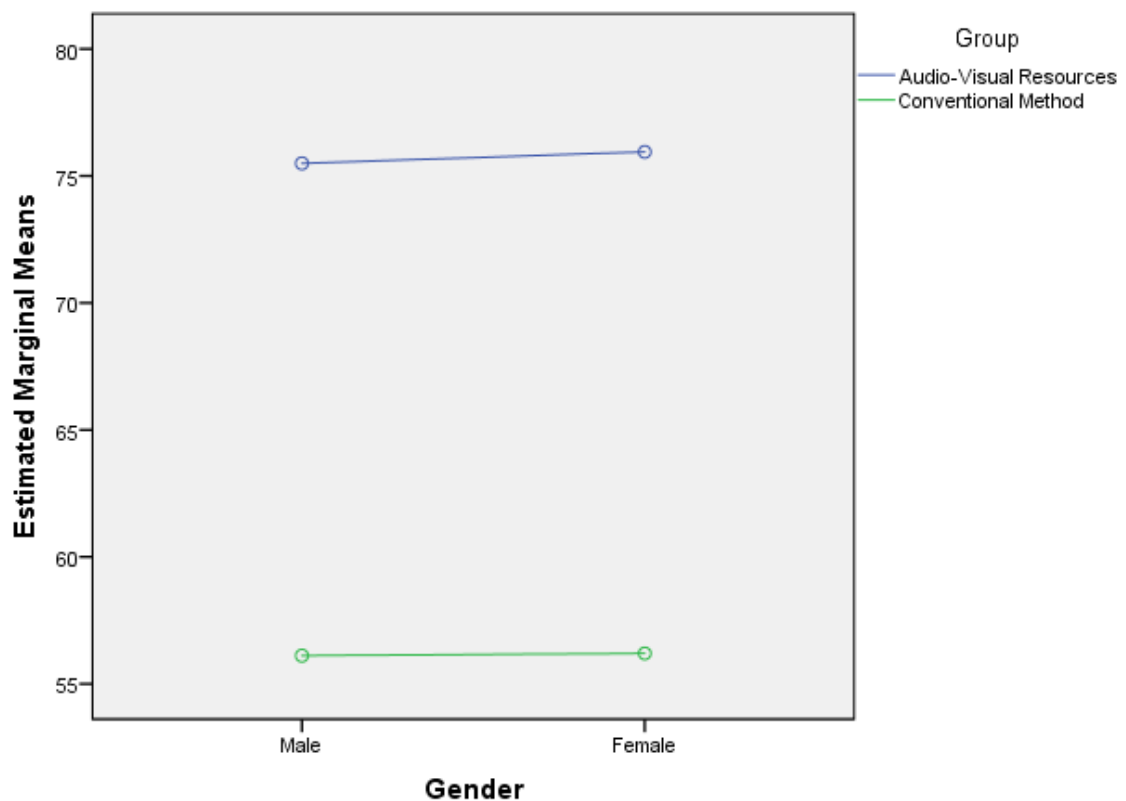


Fig. 1: Interaction effect of methods and gender on the mean reading ability scores of pupils.

Discussion

The target of this study was to determine the effect of audio-visual materials on reading ability among primary school pupils in Delta North Senatorial District, Delta State. The study found that audio-visual materials increase pupils' reading ability than the conventional approach. It further revealed that there is a significant difference between the mean reading ability scores of pupils exposed to audio-visual materials and those exposed to the conventional teaching approach. This finding is in line with the findings of Ghulam, Khuram, Naqui and Nadeem (2015) that learners learn better when they are inspired properly through different audio-visual aids. Ghulam et al further noted that audio-visual aids enhance learning when learners see and hear properly. The research finding is also consistent with Oketunji (2010) that audio-visual materials when effectively used lessen major weakness of verbalism,

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humanize and vitalize subject matter, proved interesting approach to new topics and give initial correct impressions, economize time in learning, supply concrete materials needed and stimulate the initiative of the pupils. The positive effect recorded by audio-visual materials with respect to students' reading ability could be attributed to the fact that audio-visual materials engage multiple senses, providing a multisensory learning experience. When learners can see and hear information simultaneously, it may lead to better comprehension, especially for those who have varied learning styles. Moreover, audio-visual materials often make learning more enjoyable and interactive. Audio-visual materials can also contribute to language development by exposing students to proper pronunciation, intonation, and vocabulary usage. This can lead to a more positive attitude toward reading and learning in general.

The findings of the study also revealed that female pupils recorded slightly better reading ability scores than their male counterparts. However, the result further revealed that there is no significant difference between the mean reading ability scores of male and female pupils. In other words, gender is not a significant factor in determining pupils' reading ability. The finding is somewhat in line with that of Lodhi, Ibrar, Shamim, and Naz (2018) who disclosed those audio-visual resources enhanced the learning of both male and female children. The findings to some extent also agrees with the finding by Takacs and Bus (2016) who revealed that there was no significant interaction effect of method and gender. The implication is that both male and female pupils benefitted from the instructional methods alike. This could be so because the audio-visual materials used had both male and female characters and as such pupils may love materials in the same way, which boost their reading ability similarly. The female pupils had slightly higher improvement in their reading ability than the male pupils in both approaches. Further analysis however revealed that the interaction effect of instructional approaches and gender on the mean reading ability scores of pupils is not statistically significant. The lack of statistical significance in the interaction effect between instructional approaches and gender on mean reading ability scores can be explained that the instructional approaches used were equally effective for both genders.

Conclusion

The utilization of audio-visual materials in primary school education in the Delta North Senatorial District has shown great promise in enhancing reading ability among pupils. By leveraging the power of multimedia resources, educators can create a more inclusive and engaging learning environment,

fostering a love for reading that will serve as a foundation for academic success and lifelong learning. As technology continues to advance, the integration of audio-visual materials will likely play an increasingly vital role in shaping the future of primary education in the region.

Recommendations

The following recommendations were made:

1. Teachers should develop lesson plans that incorporate audio-visual materials such as educational videos, interactive presentations, and multimedia resources.
2. Government should provide professional development opportunities for teachers to enhance their skills in creating and effectively using audio-visual materials.
3. There should be professional development opportunities for teachers to enhance their skills in creating and effectively using audio-visual materials.

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