



Impact of Visual Teaching on School Students

Dr. Paras Jain¹ and Roshni Billaiya²

¹Director, Silicobyte KDC Katni Degree College

²Registrar , Silicobyte KDC Katni Degree College

Dikshabhumi Campus , Adharkap , Katni

Madhya Pradesh, India

ABSTRACT:

Educationists are concerned about what kind of activities and things serve as efficient means and tools of learning. Research in this field shows that audio visual materials in the form of pictures, charts, maps, slides, film strips, recordings have a significant contribution to learning, reinforcing role of text books and oral instructions. Objective of present study is to draw attention of school teachers to the importance and scope of audio visual aids in the learning.

Keywords : *Visual Aids , Teaching , Education, Learning*

INTRODUCTION:

Education is necessary for everyone. Teaching and learning are important elements of education. The teacher use different methods and materials to teach their students and their effective earning. Audio visual aids are effective tools for teaching and learning. In audio visual teaching, attention is paid to the audio and visual presentation of the material with the goal of effective learning and retention. Children learn best by observing and copying behavior of adults. Using audio visual technology sensory experiences are stimulated. This method includes pictures, slides, radios, videos and other audio visual tools. In the current digital world, audio visual aids have grown exponentially with several multimedia such as educational DVDs, power point, online lectures. The objective of audio visual aids is to enhance teacher's ability to present lesson in simple, effective and easy to understand for students. The outcome is to promote audiovisual material in secondary school. The visual instruments make ideas more concrete to the learners.

Teaching aids are boon for a teacher in making his or her task easy in making students to understand a concept. Learning through senses is more permanent than mechanical learning. It serves the time of the teacher in teaching his or her lesson as well as it makes learning process more solid and durable. Teaching aids help the students to form direct bond between words and object what the teacher is teaching. Teaching aids remove the barriers of class room walls by bringing vivid reality into the classroom. Teaching aids help learners to learn by doing practically.

Language lab, Interactive electronic screen, computer lab with internet, multimedia, power point presentation, and television is important visual teaching aids. Teaching aids are very essential for effective teaching process.

Teacher has to be very careful in selecting a teaching aid that demands and suits situation of teaching. Use of combination of modern and traditional teaching aid by teachers paves the way for effective teaching.

2. OBJECTIVE OF STUDY

To find impact of audio visual aid on class 6-8 students

To find impact of audio visual aid on class 9-10 students

To find impact of audio visual aid on class 11-12 students

To find impact of audio visual aid on boys and girls students

3. HYPOTHESIS

There is no significant effect of audio visual aids on class 6-8 students

There is no significant effect of audio visual aids on class 9-10 students

There is no significant effect of audio visual aids on class 11-12 students

There is no significant difference between learning of boy and girl students through audio visual aids

4. METHODOLOGY

300 students of class 6-12 were randomly selected for study and divided into 3 groups as class 6-8, class 9-10 and class 11-12. Each group was consists of 100 students, out of which 50% was male and 50% female. Each group was divided into 2 sub groups i.e., experimental and control group. Same topic was taught in both groups, in control group topic was taught through conventional teaching method and in experimental group topic was taught through audio visual method. Learning was tested using a self prepared test paper. Mean, standard deviation and t value were used as statistical tool for calculation.

4.1 Finding and Analysis:

Table-1: Comparison of learning value of Students of Different Classes

Class	Learning Value Mean		Standard Deviation	
	Control Group	Experimental Group	Control Group	Experimental Group
VI-VIII	28.6	35.1	0.31	0.34
IX-X	29.8	37.7	0.42	0.36
XI-XII	31.3	38.4	0.3	0.31

Table-2: Gender wise Comparison of learning value of Students

Gender	Learning Value Mean		Standard Deviation		t- value		Significant Scale
	Control Group	Experimental Group	Control Group	Experimental Group	Control Group	Experimental Group	
Male	29.3	37.1	1.26	0.81	1.43	1.42	0.05
Female	32.6	38.5	0.69	1.06			

Data table shows that for class 6-8 control group learning mean value is 28.6 and experimental group mean value is 35.1 which is higher, hence hypothesis 1 there is no significant effect of audio visual aids on class 6-8 students is rejected. In the group consists of students of class 9-10, control group learning value is 29.8 whereas for experimental group value is 37.7 which is greater. Thus hypothesis 2 there is no significant effect of audio visual aids on class 9-10 students is rejected. Similarly for group having students of class 11-12, control group value is 31.3 and experimental group value is 38.4 showing that learning is higher with audio visual aid. Therefore hypothesis 3 there is no significant effect of audio visual aids on class 11-12 students is rejected.

Gender wise data indicates that learning through audio visual aid is higher for both male and female than control group. In control group mean value is 29.3 for male and 32.6 for female. In experimental group mean value is 37.1 for male and 38.5 for female. Thus hypothesis 4 there is no significant difference between learning of boy and girl students through audio visual aids is accepted. t value is 1.43 and 1.42 for control and experimental group respectively. These are similar hence, no significant difference found between learning value difference for male and female.

5. CONCLUSION

Studies have shown that there is significant difference between use and non use of audio visual material in teaching and learning. The majority of the teachers believe that the use of visual aids create enjoyable learning environment in the class room because of sound, light and color that stimulate student’s interest in learning. These aids allow the students to comprehend better because they are able to see what is exactly happening. This assistance generates creative thinking skill and encourages the students not to just learn by listening and writing but they find their own initiatives to express their understanding. The implementation of visual aids is less time consuming and teachers have more sufficient time to create enjoyable teaching aids and conduct effective teaching.

REFERENCES

1. Rasul, S., Bakhsh, Q., Batool,S., A study to analyze the effectiveness of audio visual aids in teaching learning process at university level, *Procedia*, 28, 2011.
2. Kambhampati, R.K., Modern teaching aids in combination with traditional aids are the tools for effective teaching, www.indiastudychannel.com/education, 2011.
3. Abebe, T.T., & Davidson, L.M., Assessing the role of visual teaching materials in teaching English vocabulary, *Language in India*, Vol. 12, 2012.
4. Narayan, S., Audio visual aids for preschool and primary school children, *Basic Education-6*, UNESCO-UNICEF Cooperative Program, 1980.
5. Yunus, M.M., Salehi, H., John, D.S.A., Using visual aids as a motivational tool in enhancing student's interest in reading literary texts, *Recent advances in Educational Technology*, www.arxiv.org