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Effectiveness of AV-Aids in Teaching and Learning Purpose: A Tool for Better Student Engagement

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Abstract

Educators are exploring innovative methods to enhance teaching and learning outcomes by integrating audio-visual aids. These tools have revolutionized information delivery and can improve the learning process by captivating students through visual and auditory stimulation. The research investigated the effects of audio-visual aids on the academic performance of students in Faisalabad, with a focus on their efficacy in influencing student motivation and satisfaction. The objectives for the current study include: 1. To explore the effectiveness of audio-visual aids in the teaching and learning process. 2. To explore the impact of audio-visual aids on the motivation/satisfaction of the students. A descriptive study was carried out using a custom questionnaire, involving a sample of 220 students. Furthermore, the research highlighted a moderate impact of audio-visual aids on student performance and motivation.

Keywords: Av-Aids, Students Engagement, Audio-visual

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(Email: maqsoodahmad357jb@gmail.com)**Muhammad Sarwar:** Professor, Department of Education Superior University, Lahore, Punjab, Pakistan.**Muhammad Arif:** Assistant Professor, Department of Education, Superior University, Lahore, Punjab, Pakistan.**Contents**

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Title

**Effectiveness of AV-Aids in Teaching and Learning
Purpose: A Tool for Better Student Engagement**

Abstract

Educators are exploring innovative methods to enhance teaching and learning outcomes by integrating audio-visual aids. These tools have revolutionized information delivery and can improve the learning process by captivating students through visual and auditory stimulation. The research investigated the effects of audio-visual aids on the academic performance of students in Faisalabad, with a focus on their efficacy in influencing student motivation and satisfaction. The objectives for the current study include: 1. To explore the effectiveness of audio-visual aids in the teaching and learning process. 2. To explore the impact of audio-visual aids on the motivation/satisfaction of the students. A descriptive study was carried out using a custom questionnaire, involving a sample of 220 students. Furthermore, the research highlighted a moderate impact of audio-visual aids on student performance and motivation.

Keywords: [Av-Aids](#), [Students Engagement](#), [Audio-visual](#)

Introduction

The incorporation of Audio-Visual (AV) aids as a strategy of teaching and learning has also continued to grow in the recent past as technology as well as other forms of media have continued to develop. AV aids have now become an imperative device in the hands of teachers in order to enhance the students' concentration, engagement, and comprehension capabilities of difficult knowledge (Kumar et

al., 2020). According to Al-Salem (2020) and Huang et al., (2022), it has been ascertained that proper utilization of AV aids can result in an increase in anti-dropout rates, student satisfaction, and understanding of concepts taught in class.

Several research works have been done in the recent past with the aim of determining the effectiveness of different AV aids like videos, animations, and interactive simulations on student achievements. For example, Zhang et al. (2023) have shown how this simulation-based instruction enhanced



students' misconceptions and problem-solving skills in learning science. Many other studies including Sadiq et al. (2022) showed that students' listening and speaking skills enhanced with the help of videos in the language classes.

The purpose of this literature review is to present the current state of knowledge regarding AV aids and their efficiency within the context of the teaching and learning process with an emphasis on the studies published between 2020 and 2024. This review aims at using such findings and trends to understand the advantages and disadvantages of employing AV aids in learning activities, and whether or not they have a positive impact on students' engagement.

Research Objectives

1. To explore the effectiveness of audio-visual aids in the teaching and learning process.
2. To explore the impact of audio-visual aids on the motivation/satisfaction of the students.

Research Questions

1. What is the effectiveness of audio-visual aids in enhancing student understanding and recall of complex concepts?
2. How do audio-visual aids influence student engagement and motivation in the classroom?
3. To what extent do audio-visual aids influence student motivation and satisfaction in the learning process?

Significance of the Study

This study explores the impact of audio-visual aids on student engagement, aiming to inform evidence-based teaching practices, improve learning outcomes, increase student satisfaction, and reduce attrition rates. It aims to empower educators to create interactive learning environments.

Literature Review

The literature review also reveals lots of shreds of evidence on the use and impact of audio-visual (AV) aids on teaching and learning and the conclusion drawn is that AV aids have a positive influence on the teaching and learning process.

Moore (1986) and Dunn (1983) have noted that AV aids enhance the students' attention, interest, and recall. Bagui (1998) and Becta (2003) also support these findings by demonstrating that AV aids improve students' performance, especially in content areas such as science and mathematics.

Subsequent research has paid particular attention to the effects of AV aids on students' learning mechanisms. According to Hamari et al. (2014) and Tsai et al. (2018) students' motivation, participation as well as enthusiasm rises when AV aids are provided. Moreover, Hsin et al. (2019) and Zhu et al., (2020) have made a revelation that in online and blended learning environments AV aids enhance students' engagement.

A review of the literature has shown a plethora of research that has pointed to increased student engagement and performance when audio-visual aids are used. For instance, Smith and Jones (2015) carried out an empirical analysis that provided evidence on how the use of audio-visual teaching aids boosted the understanding and memory of the students. In a similar way, Brown et al. (2017) discovered that students' attentiveness and interest increased when multimedia materials were used in the learning process.

In addition, Johnson and Smith (2018) established that through the use of audio-visual aids, information is presented in a manner that is understandable by all persons, depending on the learner's preferred learning style. Such an approach to teaching has been attributed to improving student's learning and retention of content knowledge.

Therefore from the research done in the literature, authors have advocated for the use of audio-visual aids in the class as they are helpful in making students be more attentive during the lessons and also help to improve the performance of the student. It is therefore important for teachers to consider using multimedia resources that can enrich teaching practices with the aim of enhancing students' understanding of the subject matter.

Research Methodology

The research was descriptive in nature. The survey method was used to collect the data for the study. The population of this study consisted of all the students studying in secondary classes in public and private secondary schools of district Faisalabad. 220 students of public and private secondary schools of the district Faisalabad were used as sample size through convenience sampling. Researcher used a questionnaire containing 14 questions for the students of public and private secondary schools of district Faisalabad. A five-point Likert scale was used in the questionnaire with the choices; Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. A structured questionnaire with all the close-ended statements was designed for the study. The

collected facts of the study were analyzed in terms of frequency and percentage as well as mean, standard deviation, and independent sample t-test statistics showing the necessary interpretation of each question.

Data Analysis and Interpretation

The study investigated the effectiveness of audio-visual aids in the teaching and learning process and the impact of audio-visual aids on the motivation/satisfaction of the students. The collected facts of the study were analyzed in terms of frequency and percentage as well as mean, standard deviation, and independent sample t-test statistics showing the necessary interpretation of each question.

Table 1

Sr. No.	Statements	Responses						
		SDA	DA	UD	A	SA	Mean	SD
Effectiveness of audio-visual aids								
1	Favour the use of audio-visual aids in teaching.	0	0	0	3(1.4%)	217 (98.6%)	4.99	0.095
2	Empirical learning through the senses becomes the most natural and the easiest consequently.	0	0	01.5%	212 (96.3%)	7(3.2%)	4.03	.189
3	Audio-visual aids make the learning process dynamic and lively.	0	0	1(.5%)	40(18.2%)	179(81.4%)	4.81	.405
4	The use of audio-visual aids provides immense opportunities to see, handle, and manipulate things.	0	0	2(.9%)	188(85.5%)	30(13.6%)	4.13	.360
5	Audio-visual aids help the teachers in managing the lesson effectively.	0	0	0	22(10%)	198(90%)	4.90	.301

Sr. No.	Statements	Responses						
		SDA	DA	UD	A	SA	Mean	SD
6	Audio-visual aids help to break information down into manageable pieces for an audience to absorb.	0	0	0	13(5.9%)	207(94.1%)	4.94	.236
Impact of audio-visual aids on student satisfaction and motivation								
7	Feel more satisfied with the effective use of audio-visual aids in class.	0	0	0	108(49.1%)	112(50.9%)	4.51	.501
8	Audio-visual aids make the students feel easy and comfortable in learning.	0	0	1(.5%)	90(40.9%)	129(58.6%)	4.51	.501
9	Audio-visual aids help to make the learning environment charming for the students.	0	1(.5%)	1(.5%)	48(21.8%)	170(77.3%)	4.76	.469
10	Audio-visual aids make the class work interesting and effective.	0	1(.5%)	1(.5%)	38(17.3%)	180(81.8%)	4.80	.441
11	Effective use of audio-visual aids spices up boring lessons and topics.	0	0	3(1.5%)	44(20%)	173(78.6%)	4.76	.516
12	Audio-visual aids appeal to the eyes and ears of the learners and	0	5(.2.5%)	4(2%)	43(19.5%)	168(76.4%)	4.70	.620

Sr. No.	Statements	Responses						
		SDA	DA	UD	A	SA	Mean	SD
13	attract them towards the learning. Audio visuals help to reduce the educational stress of the students.	70(31.8%)	16(7.3%)	4(2%)	42(19.1%)	88(40%)	3.28	1.752
14	The use of modern audio-visual aids makes learning very productive for students.	74(33.6%)	1(.5%)	13(5.9%)	39(17.7%)	93(42.3%)	3.35	1.764

Statement 1 shows respondents' views on the use of audio-visual aids in teaching. 98.6% strongly agreed, 1.4% positively agreed, and 0% were undecided, negated, or strongly disagreed with the idea, indicating positive agreement.

Statement 2 shows respondents' views on the natural and easy nature of empirical learning through the senses. 3.2% agreed, 96.4% positively agreed, and 0.5% disagreed. The mean values align with the concept, indicating positive agreement.

Statement 3 shows respondents' views on the impact of audio-visual aids on the learning process. 81.4% agreed, 18.2% positively, and 0.5% disagreed. The mean values align with the consensus, indicating positive agreement.

Statement 4 displays respondent views on the benefits of using audio-visual aids for experiencing, handling, and manipulating objects. A total of 13.6% strongly agreed and 85.5% had a positive agreement on this statement. Only 0.9% were undecided, with no respondents disagreeing or strongly disagreeing. The mean score for this statement was 4.13, with a standard deviation of 0.360, indicating a strong positive agreement among respondents.

Statement 5 displays respondent opinions regarding the effectiveness of audio-visual aids in teacher lesson management. The data revealed that 90.0% of respondents strongly agreed with this notion, while 10.0% showed positive agreement. Only 0.9% were undecided, with 0% in disagreement. The mean values (M=4.90, S.D=0.301) indicated overall positive agreement among respondents

towards the idea that audio-visual aids are beneficial for teachers in managing lessons efficiently.

Statement 6 shows that 94.1% of respondents strongly agreed that audio-visual aids help break information down for audiences to absorb, while 5.9% had a positive agreement. There were no respondents who were undecided or disagreed with this idea. The mean value (M=4.94, S.D=0.236) indicates a positive agreement among respondents on this concept.

Statement 7 illustrates the respondents' satisfaction with the effective use of audio-visual aids in class. A majority of 50.9% strongly agreed and 49.1% agreed that they feel more satisfied with the use of these aids. None of the respondents were undecided or disagreed with this statement, showing a high level of agreement among them. The mean score of 4.51 with a standard deviation of 0.501 further confirms the positive agreement towards the effectiveness of audio-visual aids in class.

Statement 8 summarizes the respondents' opinions on whether audio-visual aids help students feel at ease and comfortable while learning. The table shows that 58.6% of respondents strongly agreed with this statement, while 40.9% had a positive agreement. Only 0.5% were unsure, and none disagreed with the idea. The mean values (M=4.51, S.D=0.501) indicate a positive agreement among respondents towards the concept that audio-visual aids enhance students' comfort and ease in learning.

Statement 9 shows that the majority of respondents strongly agreed (77.3%) and positively agreed (21.8%) that audio-visual aids make the learning environment more

captivating for students. Only a small percentage were unsure (0.5%) or disagreed (0.5%) with this idea, while no respondents strongly disagreed. The mean values ($M=4.76$, $S.D=0.469$) indicated a positive overall agreement among respondents regarding the impact of audio-visual aids on creating a charming learning environment for students.

Statement 10 shows that the majority of respondents (81.8%) strongly agreed that audio-visual aids make class work interesting and effective, while 17.3% had a positive agreement. Only a small percentage were undecided (0.5%), and an even smaller percentage negated the statement (0.5%). None of the respondents strongly disagreed. The mean values ($M=4.80$, $S.D=0.441$) also pointed towards a positive agreement among respondents regarding the effectiveness of audio-visual aids in making class work interesting.

Statement 11 displays the respondents' opinions on the use of audio-visual aids to enhance boring lessons and topics. The majority (78.6%) strongly agreed that audio-visual aids can make lessons more interesting, while 20.0% had a positive agreement. Only 1.4% were unsure, and there were no strong disagreements. The mean value of 4.76 and standard deviation of 0.516 further supported the positive agreement among respondents toward the effectiveness of using audio-visual aids to spice up lessons and topics.

Statement 12 reflects respondents' opinions on the appeal of audio-visual aids to learners' senses. 76.4% strongly agreed, while 19.5% agreed that such aids attract learners. Only 1.8% were unsure, and 2.3% disagreed. The mean value ($M=4.70$, $S.D=0.620$) showed overall positive agreement with the idea.

Statement 13 shows the opinions of respondents regarding the use of audiovisual aids to reduce educational stress among students. 40.0% strongly agreed and 19.1% agreed that audiovisual aids are helpful in reducing stress. Only 1.8% were undecided, while 7.3% disagreed and 31.8%

strongly disagreed with the statement. The mean values ($M=3.28$, $S.D=1.752$) indicate an overall positive agreement among respondents toward the idea that audiovisual aids can help alleviate educational stress.

Statement 14 displays respondents' opinions on the effectiveness of modern audio-visual aids in enhancing student learning. 42.3% strongly agreed, while 17.7% had a positive agreement. A small percentage of 5.9% were undecided, and 0.5% disagreed with the idea. However, a significant 33.6% strongly disagreed. On average, respondents leaned towards agreement with a mean value of 3.35 and a standard deviation of 1.764. This suggests that most respondents believe that the use of modern audio-visual aids can indeed make learning more productive for students.

Conclusions

The study inferred ensuing results.

Effectiveness Audio-Visual Aids

The outcomes of the study revealed a high level of effectiveness of the use of audio-visual aids with mean values ($M=4.63$, $S.D=0.119$). It indicated that respondents of the study viewed the effectiveness of audio-visual aids at a higher level.

Impact of Audio-Visual Aids on Student Motivation and Satisfaction

The impact of audio-visual aids on student motivation and satisfaction was noted at a moderately high level with a mean score of ($M=4.31$, $SD=0.283$). It was manifested that a moderately high level of the impact of the use of audio-visual aids in developing/improving the satisfaction and motivation of students in public and private sector students was noted in district Faisalabad.

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