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**RESEARCH PAPER**

**Perception of University Teachers and Students Regarding the Use and Effectiveness of Audio Visual Aids in their Daily Classroom Teaching**

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**PAPER INFO**

**Received:**  
August 11, 2021  
**Accepted:**  
December 24, 2021  
**Online:**  
December 26, 2021

**Keywords:**  
Audio Visual  
Aids,  
Dale Cone Of  
Experience,  
Effective  
Teaching and  
Learning

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**ABSTRACT**

The main purpose of this research article was to find out the effective role of Audio Visual aids for university students. AV aids are the most supportive and encouraging tools of teaching and learning process. For this purpose researcher has made a questionnaire of 33 statements. The five point Likert scale with the responses (strongly agree, agree, undecided, disagree, strongly disagree) was used. At earlier, data was collected manually and handled manually then sorted out university wise and gender wise. For data coding MS Excel was used and for statistical data analysis SPSS (version 17) software was used. The researcher calculated data Frequency, Descriptive statistics and later inferential statistics by using SPSS (version-17). After getting results it was found that AV aids are the most affective part of the teaching learning process. In this regard, responders have given responses on the getting deeper understanding and knowledge with their help. It also develops classroom in an effective way. It motivates students and teachers in a way they took interest in the learning and teaching. It focuses students' attention effectively. In this connection, researcher has made some recommendations in this article. University should facilitate students and teachers in this regard according to the interest and level of the students. . Teachers should have training to use AV aids.

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**Introduction**

Teaching is a skill in which we serve others to develop their knowledge of judgments. Teaching and learning are important parts of the education system. The instructor uses different techniques in classroom to involve the learners in activity

based learning. The use of Audio Visual aids attracts the learners and it increases their interest towards learning. By using Audio Visual aids teacher can easily explain the concept. In the field of education different methods and techniques are used to make learning easier and beneficial. A visual aid is something that complements words with a picture, graphic, or illustration. Looking at a picture of the brain and optic nerve as you read them is a good example of a visual aid. It is a complement to the words you read. First of all, visual aids help the audience understand and remember the information you are talking about. Audiovisual aids provide a full learning atmosphere for students. This allows them to have the hands-on experience from the comfort of the classroom. It makes learning more realistic and lively for the students. These aids provide students with a positive understanding of the subject. The learning experience stimulates self-activity in students. These aids are very effective for students with special needs such as visual and hearing impairments. Several audiovisual aids support the students in their schooling. Some examples are graphical or pictorial representations, flowcharts, diagrams, etc. For teaching, teachers use overhead projectors to present short films. For audio aids, a tape recorder or a radio allows students to broaden their creative side. As far as the Aid for auditory learning is concerned or the significance of audio visual aids is as: these enhance the level of motivation of the learners. They clarify the visual images. With their help one can secure time and energy. A method of instructions far better than verbal instructions. Immediately grabs the attention. Provide feedback at once to the seekers. Transmission of information in a positive way. Take and with hold interest of the learners. With their help learner's level of comprehension increases and persists. Development in the learners' behavior stimulates their learning process. They increase the interest level of the students and supply a kind of information which remains in their mind as concept. They increase the comprehension of the learners. They give the understanding which persists forever. They offer a kind of real experience that reinforces self-realization of a learner to seek the things in their own way. They give a sense of continuity of comprehensible concepts, for instance, motion picture. They offer the experience that could not have obtained through random methods and give concepts that persist. Through AV aids students gain latest knowledge of the world and get to know how to apply them to the studies and other fields. These are the sources to satisfy their curious enquiries. These develop their communication skills. They will open new avenues for them to explore. Students will get to know how to use the modern devices and technologies to use them in their communication skills. Audiovisual media have various functions: teaching, learning, research, entertainment, etc. Some of them are listed below: Reduce verbalism: audiovisual aids provide a comprehensive basis for conceptual thinking; they give rise to significant associations. The problem of verbalism can greatly reduce verbalism in teaching, learning, research, entertainment, etc. We can easily see how much audio-visual materials offer in terms of vividness and impression power. Audiovisual material stimulates the encouragement of crime prevention of a local

community by improving recreational facilities, etc. Therefore, by using audiovisual material, we can stimulate our personal activity according to our direct repressed interest: The new means of communication today can have a really huge impact on the learner and on the listening of the viewer. Since audiovisual materials provide a concrete basis for conceptual thinking. Audio visual aids can be used very well. For example, it can also be used for blind and deaf students. While modern technology is very helpful, its users need to be trained. Professionals are called at the latest level. Through audio recordings, your meaning can be conveyed in the form of messages. And those who are far from us can be sent. For example, on Whatsapp, a message can be sent to illiterate people. The relationship between education and the media is very old. The AV aids as the broadest and most effective medium of communication has become an integral part of today's society and its impact is affecting human life in tangible and intangible ways be it family life or business, political system or economic, education. Be it trade, industry or agriculture, health or ethics, administration or public order, domestic affairs or international relations, social issues or cultural institutions, linguistic interpretations or literary conflicts, scientific research or scientific theories. No area of life, no corner and no aspect is beyond the scope of them. They represent every aspect of individual and collective life. Other means of education and preaching are not as extensive as the universality of the media has given it. The relationship between higher education and the media is also of great importance. There is a saying of the famous Chinese philosopher Confucius, "I heard, I forgot, I saw, I remembered, I did." And I have understood. " (I hear and forget, I see and I remember, I do and I understand) in reading this it seems a common thing but in this proverb there are vast treasures of knowledge and wisdom. Teaching used to be the name of a dry, dull, static and static process. The experts of science and art, through their experiences and day and night efforts made art teaching and learning an active, purposeful dynamic and full of life. By using AV aids in teaching and learning, educators have made a successful attempt to make the acquisition of knowledge and acquisition a hassle-free process to make the acquisition process meaningful and mature. For this, teachers not only have to prepare teaching aids but also know the art of using them in a timely manner. AV aids are very helpful in resolving the problems, doubts and suspicions of students In addition to creating a connection between ideas and ideas; they also do a better job of understanding. The teacher abstracts using AV aids (Abstract), makes complex and complex subjects very easy and simple. AV aids play a key role in making teaching effective and interesting. Teaching and understanding of lessons using teaching aids the AV aids breathe life into the understanding of the lesson and the teaching and learning. The timely and proper use of the teaching aids will have a positive effect on the acquisitions of the students. Can be felt and the progress in the rate of acquisition can be easily noticed. " Is called AV Aids." AV aids are used for successful and effective understanding of lessons and topics. Teaching complex, complex and delicate aspects Auxiliary items make it easy to understand. By using AV aids, teachers can make the acquisition effective and interesting as well as easily

attract students' attention. Teachers can be a great help to the students in the preparation of AV aids by using a small part of their personal interest and creativity in the preparation of AV aids. It is important for a teacher to be familiar with the art of selecting ready-made AV aids available in the market and their proper and timely use, in addition to self-made AV aids. One thing that should be kept in mind of teachers at all times is that it is definitely an effective tool in classroom teaching but it can never prove to be a substitute or substitute for oral and written material in the transmission of information. AV aids in addition to create a balance in teaching, it is very useful in making the students' understanding in the classroom effective. It is said that watching, doing and learning is better than just listening and learning. Students use Sensory Experiences Providing, making teaching interesting, meaningful and inspiring, as well as helping to bring the acquired experiences to mind. Benefits of audio visual Aids are helpful for educators (teachers) in the transfer of information and knowledge. In addition to making the classroom attractive, they also play a key role in giving variety and shape. The following teaching aids an attempt has been made to present in detail the benefits of the use of, so that the teachers can promote the acquisition in the students and prevent the teaching from getting bored and bored.

(1) They help students to acquire knowledge and keep the acquired knowledge in mind for a long time because the acquisition process becomes meaningful and satisfying with their use.

(2) They act as a stimulus to motivate students towards acquisition by stimulating multidisciplinary interest. They make acquisition useful while successfully motivating students towards acquisition.

(3) They have proved to be helpful in presenting the teaching of the classroom in a scientific manner and with their help the teacher can easily and efficiently carry out the transmission of information.

Rasool.et.al (2011), teacher adopts different techniques and material to teach their pupils for effective learning. Teacher uses different type of aids to make efficient teaching.

In this connection, Kunari (2006) has added that AV aids are helpful in making teaching process interesting in many folds because it increases lesson planning and students' information. AV aids adds into the eagerness of students and teachers as well because students want more about the subject matter and teachers wants to add up. This is how the learning and teaching process made effective.

Adding in this regard Dale (1969) has given his ideas about the use of AV aids: in the process of teaching and learning process AV aids are the most helpful tool

in training sessions of communication of ideas. Brecht (2012) has find out that AV aids are the most profitable use in educational system for the students.

In addition to that Rather (2004) has declared that AV aids are useful in the sense that they ingest our history with a positive acceptance of reality.

Adding in it Singh (2005) is of the view that: our senses get their satisfaction level when there is logic in everything, it's the base of all learning and then things are being appreciated by us.

In accordance with the previous views Khan (2013) gives the ideas about the effectiveness of AV aids in these words: that AV aids are the most important tools in teaching-learning procedure.

According to Farooqe (2014) said that, the AV aids are so much important in education system that if teachers and students want to learn through these, they enhance their learning, by making their learning process interesting. For this reason, good teachers have always used audiovisual devices or equipment. An apparatus is any medium, other than the object for the pupil. Audiovisual aids are also called teaching aids. Audio literally means "to hear" and "visual" means what one finds by seeing. So all these aids, which strive to make knowledge clear to us through our senses are called "Audiovisual Aids or Teaching Materials." All of these teaching materials make learning situations as real as possible and give us first-hand knowledge through the organs of hearing and sight. Therefore, any device that can be used for making the experience more concrete and effective, more realistic and dynamic learning can be considered as audiovisual material. For example: the use of audiovisual material gives a touch of reality to the learning situation by seeing a film showing the people of the region of Japan, students learn it more effectively in about two hours than spending weeks or weeks of reading and traveling. Due to these tendencies, the students of their respective teachers can clearly learn a subject or a lesson. Add a very useful variety: Monotony can be a powerful obstacle to learning. Encourage healthy classroom interacts: The use of audiovisual materials in the classroom can encourage both students and teachers to interact with each other more effectively. In reference to the importance of AV aids Maheshwari (2014) has divided AV aids into following classification:

Audio aids: Media (tape recorder, dummies, microchip phones, TV dramas)

Projector aids: OHP, slide projector, LCD, still and motion picture projector, magic lantern.

Non-projected aids: podcasts, flannelette, bar graphs, white boards, cartoons, maps, posters, other printed materials.

According to Milia (2015) Dale's cone of experiences can be explained in these words: "Dale's Cone of experience have explained several theories related to teaching and instructional processes of teaching and learning. Audiovisual aids are the didactic method of education that uses audio and visual as a means of learning. The literal meaning of audio is hearing and the visual means that are seen by the eyes. Audiovisual aids are devices that are used in the classroom to make learning engaging and easy. These can also help teachers communicate messages or information in places where regular instruction fails. Audiovisual aids motivate them towards subjects that they do not find interesting. Accordance to that Alou (2013) has given his consent that there are three components of teaching-learning process that are foremost is teachers, who are the sender of messages or information giver, then there is a message and third is the students who are the recipient of the message. Yunus, Salehi & John (2013) have commented that: "AV aids makes the educational process interesting". Mairaj-ud-Din.et.al (2015) is of the view that: "AV aids are the instruments, tools, equipment, measures, steps and tips which make the teaching-learning procedure more affective, memorable and successful".

Prasad (2005) said: use of AV aids makes the students subtle and static in the learning process. Maheshwari & Maheshwari (2014) has quoted that: AV aids are tools that are used to make the educational process more productive, constructive, fruitful and operative.

According to University of Leicester (2017), there are several types of different AV aids from some are, Over-head projectors (OHPS) Power Point slides, Pre-prepared slides, white or black boards, flip cards, artisan's art, pad pops etc. Mangal (2014) discussed that the mass media can be grouped into hardware and software. The structure and devices fall into the category of hardware and learning material like pictures, images, slides, flip charts, movies, documentaries fall into the group of software'.

In addition to that Dale (1969) prescribed in his book about the conception of cone of experience, which is very helpful in teaching strategies if a teacher wants to add up by using graphic tools to make the concepts more clear and this is called cone of experience. The cone moves upward in the direction of increasing abstractions. The organizing principle of the Cone was a progression from most concrete experiences (at the bottom of the cone) to most abstract (at the top). Malik and Pandith (2011) Projected teaching aids are helpful in projection on screen. Teaching aids that help in their projection on the screen are called as projected aids. For example, film strips slides, film projector, overhead projector, epidiascope etc. Non projected visuals are those aids which are used without any projection like Charts, flannel, graphs, black and white board, cartoon, maps, posters, printed materials. Neelu (2010) has enlisted the Audio aids: Audio aids are those materials that can be heard. For example, radio tape recorder, walkman, and headphones. Visual aids: The

aids which use sense of vision are called visual aids. For example, 3D aids, graphic aids, print material, and display boards. Audio Visual aids: Audio visual aids are those that can be seen or heard simultaneously. For example: projected aids, TV and films. Latest Audio Visual aids are 3dimensional aids: Reverse dictionary (2017) has defined “three dimensional” object is concrete quite than plane, it can be measured in three different directions generally, the height, length and width. Such as models and Mock-ups are replies or reconstructions of the real thing. Interactive display boards: Education view sonic (2017) the interactive white board (IWB) reigned as the classroom standard. Large format interactive flat panel (IFPs) displays and interactive projection (IPJ) technology offer alternative means of bringing interactive display to the classroom.

## **Material and Methods**

The present study was designed at “A comparative study of the use and effectiveness of Audio Visual aids at university level.” Research methodology and the process adopted for the study was as:

### **Population**

All the teachers (600) and pupils (11222) (male & female) of Bahauddin Zakariya University Multan and all teachers (43) and students (1562) of University of Education, Multan working and studying in the year 2019 were its population.

### **Sample**

Samples were selected in two stages. Firstly, departments were selected; secondly teachers and students were selected. Out of 168 teachers and 4479 students of selected faculties of both universities faculty of business, law and administration, faculty of science, faculty of arts and social sciences. Thus, total 94 samples of male and female teachers and total 420 male and female students were selected as a sample group through convenient sampling technique.

**Table 1  
Sample**

<b>Sr.no</b>	<b>Universities</b>	<b>Sample of teachers</b>	<b>Sample of students</b>
1	Bahauddin Zakariya University Multan	60	204
2	University of Education Multan	34	216
	<b>Total</b>	<b>94</b>	<b>420</b>

## Statistical Analysis

The information was collected through questionnaire and saved in MS. Excel spreadsheet and SPSS (version 17), arrange & displayed in the shape of table for each specific result. The investigator arrange the results in Likert scale each choice as SA (strongly agree) 1, A (agree) 2, U (undecided) 3, SD (strongly disagree) 4, D (disagree) 5. The condition for acceptance or rejection for average score was 3.00. The average score 3.00 or greater than shows acceptance for the statements where average score less than 3.00 presented the rejection by the respondent. To find out the r (correlation) outcome of preferred departments (as mentioned) carried out. Then after, it was being computed to find out overall percentage. To achieve certain conclusions, Percentage (%), Arithmetic mean ( $\Sigma$ ), Standard deviation (SD) and Correlation (Pearson, r) and T-test was used to make conclusion.

## Results and Discussion

Teachers at university level prefer to use AV aid in order to make their teaching process more effective. It makes teaching and learning process effective. It motivates teachers for effective teaching.

Researcher has found out that the perception of the students at university level at the use of AV aids is very obvious. Students at this level totally agreed at using AV aids in order to seek difficult concepts, because they make it easy to understand these kinds of concepts.

The mean result of the BZU teachers sample was 133.3607 and the mean score of UE Multan teachers was 132.2059. As compare to university of Education Multan Bahauddin Zakariya university teachers displayed great response to the use of AV aids during their lectures.

The p-value is higher than 0.05 which shows that there is no significant difference between the professors of Bahauddin Zakariya University and Education University professors on use and effectiveness of Audio visual aids.

The mean result of students of UE Multan was 121.31 and students of BZU was 123.99. The results showed better responses of BZU than the University of Education Multan.

**Table 2**  
**Highly attractive statements for the respondents**

Sr #	Statement	Mean score of Teachers	Mean score of students
1.	Audio Visual aids makes teaching and learning process effective.	4.44	4.03



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2.	Audio Visual aids play important role in teaching and learning process.	4.31	3.89
3.	Audio Visual aids motivate students for better achievements.	4.27	3.70
4.	Audio Visual aids provide knowledge in depth and detail.	4.20	3.81
5.	Audio Visual aids save teachers time.	4.18	3.76
6.	Students take part actively as compare to simple teaching.	4.16	3.81
7.	Audio Visual aids save students time	4.13	3.85
8.	Appropriate usage of Audio Visual aids bring changes in classroom environment	4.12	3.67
9.	Audio Visual aids may be used with the combination of any instructional technique.	4.09	3.76
10.	Audio Visual aids make classroom activities long lasting.	4.08	3.80

## **Conclusion**

As stated earlier, there were 33 statements. The analysis was done in the context of gender and university. Every statement was also analyzed individually. For acceptance and rejection the mean score norm was 3.00. For the teachers, the mean score of 20 statements was 4.00 to 4.50 and remaining 13 statements was less than 4.00. For the students, the mean score of 1 statement was greater than 4.50 while the mean score of other 32 statements was less than 4.00.

The mean score of male teachers sample was 133.83 and the mean score of female teachers sample was 131.83. The mean score of male teachers is higher than the mean score of female teachers. The means difference shows the better performance of male teachers.

The mean score of the female students sample was 119.97 and the mean score of male students sample was 125.13. The mean score of male students was higher than the mean score of female students. The means difference shows that better performance of male students.

The mean score of the Bahauddin Zakariya University students was 123.99 and the mean score for University of Education students was 121.31. The mean score of University of Education students was less than the mean score of Bahauddin Zakariya University students. This difference of means shows that Bahauddin Zakariya university students performed better than Education University students.

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