



## Effects of Audio-Visual Media on Academic Achievement of Senior Secondary Schools Islamic Studies Students in Kwara State, Nigeria

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**Abstract:** The Nigeria government provide audio visual media for their teachers for the effective teaching and learning process of the all subjects. Academic achievement is the performance of students in the subjects they study in the school. This determines the pupils' status in the class. This gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges. The above fact calls for investigation on the effects of audio-visual media on academic achievement of senior secondary schools' Islamic Studies students in Kwara State, Nigeria. This study adopted a quasi-experimental research design. the specific research design used was pretest and posttest, non-equivalent control group design. The population for this study was one hundred and fifty-seven (157) Islamic studies students in Ilorin South, Kwara State, Nigeria. Simple randomly sampling technique was using to select 50 SS II Islamic Studies students in senior secondary school in Ilorin South, Kwara State, Nigeria. This study also used 25 students for experimental group and 25 students for control group. Questionnaire was used for data analysis. Hypotheses were tested using t-test statistical package at an alpha level of 0.05. The finding of the study revealed that there was a significant difference in the academic achievement of private and public senior secondary school students taught Islamic studies using audio-visual media and those taught using chart. The result also revealed that there was no significant difference in academic achievement of male and female students taught Islamic studies using audio-visual media and those taught using chart. Also, there was no significant difference in academic achievement of rural and urban senior secondary school students taught Islamic studies using audio-visual media and those taught using chart This study concluded that audio-visual media has a significant effect on academic achievement of senior secondary school Islamic Studies students. The study recommended that infrastructure of the schools should be designed in such a way that of audio-visual aids could be used successfully.

**Keywords:** Audio-Visual Aids, Academic Performance, Senior Secondary Schools, Islamic Studies Students, Kwara State, Nigeria

### INTRODUCTION

The audio-visual aids are like “weapons” in the hands of a teacher which play important roles in teaching-learning process. They enable teachers to teach more readily. Obviously, children will understand more easily if the teacher uses a model or a picture of something, than if he/she relies solely on a verbal description of it. Audio-visual media are educational resources which a teacher employs to facilitate teaching-learning process (Ike, 2016). These resources are those things that can be manipulated, seen, heard or talked about together with the instruments which facilitate such activities. They are channels through which messages, information, ideas and knowledge are conveyed and disseminated (Ike, 2016).

Ofoefuna (2017) referred to audio-visual media as a device or instrument which is carefully and deliberately employed by the teacher in the teaching and learning process to convey meaning and facilitate effective teaching and proper understanding. Chuba (2019) viewed audio-visual media

as educational resources a teacher uses to explain the topic/ content to the learners so that they should be able to comprehend the topic. [Chuba \(2019\)](#) added that audio-visual media includes the gadgets, devices, equipments or machines as well as necessary human resources which a teacher tends to use to supplement his or her effort and enhances effective learning. According to [Awuwoleye \(2020\)](#), audio-visual media are those material objects that when judiciously utilized, would enhance meaningful learning. They are employed by the teacher to supplement oral explanation and descriptions so as to make the lesson a reality.

[Nigeria Teacher Institute \(NTI\) \(2018\)](#) defined audio-visual media as those concrete objects, pictures, or man-made models that a teacher can use in the process of presenting his views to a class or group of people in an attempt to make such views more meaningful and interesting to people. Similarly, [Mkpa \(2019\)](#) defined audio visual media as resource materials used in facilitating learning by saving instructor's time and effort, capturing learner's interest, promoting effective retention of subject matter learned, keeping students busy and active and stimulating imagination. Audio visual materials when properly used, can help to make the message of the teachers more vivid and interesting. They make the participation of the learning in the teaching learning process more fully involved, meaningful and useful. Audio visual media when used intelligently can provide the most effective kind of teaching- learning at all levels of education since certain important aspect of teaching which seems unreal, vague, uninspiring, shadowing and relatively meaningless could be made real and meaningful with audio visual aids.

[Allen & Bacon \(2020\)](#) opined that audio-visual media provide a wide range of variety of musical and dramatic experiences which carry the stimulus mode of sound and picture to the students. Moreover, they have well developed systematic, progressive and applied approaches that carry organized integrated knowledge and experience presented from a source to a large audience (number of students) in order to mitigate educational problems and improve the process of learning. They are useful media for promoting better planning and scheduling, giving the teacher more time for supervision, guidance, co-ordination and correction of student's work. [Onyejemezie \(2021\)](#) reveals that audio-visual media do not achieve any of the attributed values on their own; their usefulness and impact depend on what the teacher makes out of them. This is why teachers must have the knowledge and required skills of using audio-visual media for the effective teaching without stress.

Islamic studies are one of the subjects offered in Nigerian schools. It is taught among other reasons to expose learners to the Islamic culture, civilization and etiquette through the contents of the Glorious Qur'an and Prophetic traditions (Hadith) ([Adebayo, 2017](#)). [Adebayo \(2017\)](#) further explained that Islamic studies is a subject in the school curriculum at every stage of education in Nigeria. At senior secondary school, the curriculum is divided into the following sections; Hidayah (guidance) subsume Quran, the Hadith and Tahadib (moral education based on the Quran and hadith), fiqh (Islamic jurisprudence) contains Tawhid (faith), Ibadah (worship), Muhamala (human transactions). Others are Tarikh (historical development of Islam), Sirah (the life history of prophet Muhammad(s.a.w), the leadership of four orthodox caliphs, spread of Islam to west Africa and contributions of Muslims to world civilization.

Islamic studies referred to education that trains the sensibility of individuals in such a manner that their attitudes towards life, their actions, decisions and approach to different issues are governed by the spiritual and ethical values of Islam ([Asmau, 2018](#)). It prepares human beings for a holistic life with no separation of this temporary life which ends with death, and the eternal life that begins after death. It is a means of training the body, mind and soul through cultivating knowledge of all kinds. Education in Islam is not just about the acquisition of intellectual knowledge but also a means of moulding the nature and character of individuals so that they can collectively represent Islamic values, behave as the vicegerent of Allāh on the earth and witnesses to truth, nobility and human greatness ([Raudotu-Firdaus & Mohammad, 2013](#)).

The above view is in line with that of [Azeez & Adeshina \(2017\)](#) who explained that Islamic studies inculcates moral values that include a wide range of virtues such as honesty, integrity, tolerance, truthfulness, self-discipline, humility, patience, industry and others. Furthermore,

acquisition of the knowledge of Islamic moral values serves as a means of transforming the life of a child to a meaningful one as he would be able to relate politely with his fellow human beings. Such polite relation shall make him achieve Allah's pleasure in the hereafter. Hence, Islam makes the acquisition of knowledge compulsory for all Muslims irrespective of gender, age, tribe or nation (p.2).

The following are the electronic media tools that can be used to teach different subjects including Islamic Studies: computer, internet, satellite, phones, radio, television, cellular, network hardware and software, Microsoft power point, YouTube website, Microsoft excel, and so on. Video Tape and Digital Video Disk (DVD) are tools used in teaching Islamic Studies can among other things, video clip is used on television set. There are video cassettes on Islamic jurisprudence, Islamic history and Qur'anic recitation and its meaning. Television programme information can be used to supplement classes in Islamic Studies. The programme could be received from broadcast information services through television signals or through satellite dish and receiver. Similarly, Computer can also be used as well in teaching Islamic Studies through using it to do their homework and involve in extensive story that relevantly enhance student' learnt lesson in the class. Indeed, teacher of Islamic Studies can package test items for learners to complete them.

Internet as a tool in teaching Islamic studies could play a vital role as knowledge disseminator. One of the famous websites that has been used is YouTube website. It is a popular video sharing website where users can upload, view and share video clips (Duffy, 2018). In teaching Islamic studies teacher can integrate some related video clips from this website into teaching & learning process, because video can be powerful educational materials tools. For example, topic like history of prophets, in Islamic Studies, required narration of the past events and the teaching of this topic could be effective when YouTube video clips are used. Because students can visualize, hear and touch and this will make the lesson to be retained in their memory, and could help easy recall (Issa, 2015).

With reference to empirical findings by different scholars based on gender, school type and school location. Ali (2014) revealed in his study that male teachers used more ICT in their teaching and learning processes than their female counterparts. Conversely, Adams (2002) observed that female teachers applied ICT more than the male teachers. This finding also coincides with the findings of Ali (2014) that the existing infrastructural facilities including audio visual aids available in Nigerian schools are not fully utilized. Also, Nwosu (2005) stated that audio visual aids are yet to find their ways into Nigerian classrooms. Nwosu (2005) concluded that audio visual materials like tape recorders, radio sets, video sets, power points, computers are not are not available Nigerian classrooms.

Many studies have been carried out on the usage of audio-visual aids with regard to school type. Osunwusi & Abifarin (2013) found that private secondary school students have access to computer in higher measures than public secondary school students; that the proportion of private school students who possess the basic knowledge and skills to use computer and the internet is higher than that of public-school students; and that private secondary school students use computer and the internet in higher measures than their public secondary school counterparts. Similarly, findings of Egunjobi & Awodele (2012) revealed that teachers and learners in private Senior School Students were ready and fully prepared to utilise ICT facilities more than their counterparts in public Senior Secondary School owing to the availability of the facilities in the private SSS coupled with the training they might have received in using these facilities. Other research findings that are related to school location have been revealed by Okoye (2009). Okoye (2009) observed that the location of a school in rural or urban setting affects students' ability to study and perform academically at the level expected of them.

Performance is generally referred to the ability of something or someone to accomplish the given task. In education, performance is described as how well a student is accomplishing his tasks and studies. According to Gbadura (2010), performance is a general term used in every field of life, whether in a school, at work or any other human endeavour. It is a phenomenon that is attributed to almost every action. Gbadura (2010) added that performance in every facet of life may be low or high depending on the conditions or factors underlying it. Clark (2011) unraveled that academic

performance is the desire to accomplish something, master, manipulate, or organize physical object such as human being or ideas, to overcome obstacles and attain high standard of score or mark, to excel and increase self-regard for oneself by the useful exercising of talents in academic arena. Academic performance is also seen in another perception as how well a student accomplishes his/her academic tasks and studies in the schools.

In spite of the fact that audiovisual aids are the supportive input for any academic institution for teaching, learning and research, it is observed that various institutions' managements were instructed by the government to provide adequate audio-visual aids for their teachers for the effective teaching and learning process of the all subjects. The above fact prompted present researcher to assess the effects of audio-visual aids on academic performance of Senior Secondary Schools Islamic Studies students in Kwara State, Nigeria. Several scholars and researchers in outside Nigeria have worked on effects of audio-visual aids on students' academic performance. For instance, [Akintayo \(2019\)](#) carried out a study on effects of audio-visual aids on the academic performance of students in History in Nigeria. The finding of study revealed that students performed well if they were taught using audio-visual aids as compared to those taught using conventional instructional strategy .

In other related study which conducted by [Fayaz \(2021\)](#) on effect of the availability and use of audio-visual aids on academic performance of students in Punjab, Pakistan. The finding of study identified that there was a great deficiency in the availability and use of audio-visual aids. It is observed by the present researcher that much attention has not been given to the effects of audio-visual aids on academic performance of senior secondary school's Islamic Studies students in Kwara State, Nigeria. In order to fill part of the gap in knowledge, the study examined the effects of audio-visual aids on academic performance of Senior Secondary Schools Islamic Studies students in Kwara State, Nigeria.

The purpose of this study is to investigate the effects of audio-visual media on the academic achievement of Senior Secondary School Islamic Studies students in Ilorin South, Kwara State. Specifically, the study aims to determine the differences in academic achievement among Senior Secondary School students taught Islamic studies using audio-visual media (video show) and those taught using chart. It also seeks to explore the differences in academic achievement between male and female students, as well as private and public Senior Secondary School students, and urban and rural students who are taught using audio-visual media (video show) and those taught using chart.

To achieve these objectives, the study tests the following research hypotheses: HO<sub>1</sub>: There is no significant difference in the academic achievement of Senior Secondary School students taught Islamic studies using audio-visual media (video show) and those taught using chart. HO<sub>2</sub>: There is no significant difference in the academic achievement of Secondary School male and female Islamic studies students taught using audio-visual media. HO<sub>3</sub>: There is no significant difference in the academic achievement of private and public Senior Secondary School Islamic studies students taught using audio-visual media. HO<sub>4</sub>: There is no significant difference in the academic achievement of urban and rural Senior Secondary School Islamic studies students taught using audio-visual media.

## METHODS

### Study Design and Participants

This study employed a quasi-experimental research design to investigate the effectiveness of audio-visual media in teaching Islamic studies to Senior Secondary Schools students in Kwara State, Nigeria. The population of the study comprised all Senior Secondary Schools Islamic studies students in Kwara State. Two schools, one public and one private, were selected using simple random sampling technique. Intact classes in the two schools were used, with one school assigned as the experimental group and the other as the control group. The study included 30 male and 20 female students, for a total of 50 participants, with 25 students assigned to each group.

### Intervention

The experimental group was taught using audio-visual media, while the control group was taught using traditional methods. The audio-visual media included educational videos, animations,

and interactive graphics designed to enhance the students' engagement and understanding of the subject matter. The control group, on the other hand, was taught using a chart.

### Data Collection

The instrument used for pretest for both experimental and control groups was designed by the researcher and contained 50 multiple-choice questions. Questions 1-15 were generated from Hadith 5 of An-Nawawi's collection, Questions 16-25 were generated from Ayatul-Kursiyy, Questions 26-43 were generated from categories of marriage prohibition, while Questions 44-50 were generated from Qur'an and Sunnah as sources of Islamic civilization. The questions had four options, A, B, C, and D, and carried equal marks (2 marks each). The content validity of the instrument was determined by sending it to two lecturers in the Department of Arts and Social Science Education, and corrections were made based on their feedback.

Reliability of the instrument was determined through the test-retest method, with a three-week interval between the first and second tests. The results of the first and second tests were correlated using Pearson's Product Moment Correlation Coefficient, yielding a consistency coefficient of 0.67.

### Data Analysis

The t-test statistical package was used to test the four hypotheses formulated at a significance level of 0.05. The hypotheses were designed to test the difference in mean scores between the experimental and control groups on the pretest and posttest, as well as the effect of audio-visual media on male and female students separately.

## RESULTS

Table 1 shows the distribution of respondents based on gender, school location and school type. The result on the table indicates that 30 (60.0%) of the respondents were male while 20 (40.0) were females. Also, 20 (40.0%) of the respondents were from secondary schools in the rural area while 30 (60.0%) were from secondary schools in the urban of area. More so, 25 (50.0%) were respondents from public school while 25 (50.0%) respondents from private school.

Table 1. Distribution of Respondents by Gender, School Location and School Type

No	Respondent by	Frequency	Percentage(%)
1	<i>Gender</i>		
	Male	30	60.0
	Female	20	40.0
2	<i>School Location</i>		
	Urban	20	40.0
	Rural	30	60.0
3	<i>School Types</i>		
	Public	25	50.0
	Private	25	50.0

Table 2. Difference in the Academic Performance of Senior Secondary School Students Exposed to Audio-visual aids and those Exposed to Chart

Groups	No	Mean	St. Dev.	SE	Mean Diff.	t-value	P-value
Control	25	7.36	3.49				
Experimental	25	88.29	3.38	0.97	-15.93	-16.39	0.00

\* Significant  $df = 48$  t's tabulate value at 0.05 = 2.0106

Table 2 shows the difference in academic performance between Senior Secondary School students exposed to audio-visual aids and those exposed to chart. The table provides descriptive statistics, t-value, p-value, mean difference, and standard deviation for the two groups.

The control group had a mean score of 7.36, with a standard deviation of 3.49, while the experimental group had a mean score of 88.29 and a standard deviation of 3.38. The mean difference between the two groups was 80.93, indicating that the experimental group performed significantly better than the control group.

The t-value of -16.39 with a degree of freedom of 48 and a p-value of 0.00 suggests that the difference in mean scores between the two groups is statistically significant. This means that the difference in academic performance between the two groups is unlikely due to chance and could be attributed to the use of audio-visual aids as a teaching tool.

Table 3. Gender Effect on the Academic Achievement of Secondary School Islamic Studies Students Exposed to Audio-visual aids and those Exposed to Chart

Gender	No	Mean	St. Dev.	SE	Mean Diff.	t-value	P-value
Males	25	68.24	3.58	0.98	-0.38	-0.389	0.699
Females	25	68.62	3.32				

\*Insignificant  $df = 48$  tabulated value of  $t$  at  $0.05 = 2.0106$

Table 3 presents the findings of an independent sample t-test conducted to investigate the gender effect on the academic achievement of secondary school Islamic Studies students exposed to audio-visual aids and those exposed to charts. The results indicate that the calculated t-value ( $t_{cal}$ ) was -0.389, which is not significant ( $p > 0.05$ ) as it is less than the tabulated value of  $t$  ( $t_{tab}$ ) at  $\alpha = 0.05$ . Therefore, the null hypothesis two stating that there is no significant difference in the academic achievement between male and female participants cannot be rejected. The descriptive statistics show that the mean academic achievement of male participants was 68.24 with a standard deviation (SD) of 3.58, while that of female participants was 68.62 with an SD of 3.32. These results suggest that there is no substantial difference in academic achievement between male and female students exposed to either audio-visual aids or charts. Overall, the study found no evidence of gender-based differences in the academic achievement of secondary school Islamic Studies students exposed to different teaching aids.

Table 4. School Type Effect on Academic Achievement of Senior Secondary School Students Exposed to Audio-visual aids and those Exposed to Chart

School Type	No	Mean	St. Dev.	SE	Mean Diff.	t-value	P-value
Public	25	69.32	3.52	0.99	-17.60	-17.829	0.000
Private	25	86.92	3.46				

\*Significant  $df = 48$   $t$ 's table value at  $0.05 = 2.0106$

Table 4 displays the results of an independent samples t-test examining the effect of school type on the academic achievement of senior secondary school students exposed to audio-visual aids and those exposed to charts. The calculated value of  $t$  ( $Cal$ ) is -17.829, which is larger than the tabulated value of  $t$  ( $tab$ ) at  $\alpha = 0.05$ . Thus, the null hypothesis 3 can be rejected, indicating that there is a significant difference between the academic performance of students in public (mean=69.32,  $SD=3.52$ ) and private (mean=86.92,  $SD=3.46$ ) schools. Specifically, private schools performed significantly better than public schools in terms of academic achievement. These findings are supported by both the descriptive statistics and the inferential statistics.

Table 5. School Location Effect on Academic Achievement of Senior Secondary School Students Exposed to Audio-visual aids and those Exposed to Conventional Method

School Location	No	Mean	St. Dev.	SE	Mean Diff.	t-value	P-value
Urban	25	67.23	3.51	11			
				0.97	-0.36	-0.387	0.697
Rural	25	67.59	3.30				

\*Insignificant  $df = 48$  tabulated value of  $t$  at  $0.05 = 2.0106$

Table 5 shows that the calculated t-value (cal) of the independent sample t-test is -0.387, which is insignificant ( $p > 0.05$ ) because it is less than the tabulated t-value (tab) at  $\alpha = 0.05$ . Therefore, null hypothesis four cannot be rejected. The results of the descriptive and inferential statistics indicate that there is no significant difference between the academic achievement of rural (mean=67.59,  $SD=3.30$ ) and urban (mean=67.23,  $SD=3.51$ ) areas. In other words, the type of school location did not have a significant effect on the academic performance of senior secondary school students exposed to audio-visual aids and those exposed to conventional methods.

## DISCUSSION

The present study has shown that there is a significant difference in the academic achievement of Senior Secondary School students exposed to audio-visual aids and those exposed to conventional teaching methods. This finding is consistent with Akintayo's (2019) study that reported students who were taught using audio-visual aids performed better than those who were taught via traditional instructional strategies. However, this finding contradicts the result of Fayaz's (2021) study, which found no significant effect of audio-visual aids on students' academic performance.

Regarding the effect of gender on academic achievement, the study found no significant effect of gender on the academic achievement of Senior Secondary students exposed to audio-visual aids and those exposed to conventional methods. This finding is consistent with Okoye's (2009) findings that gender does not have a significant effect on the use of audio-visual aids. However, Ali's (2014) study found that male teachers used more ICT in their teaching and learning processes than their female counterparts.

The study also revealed a significant difference in the academic achievement of Senior Secondary School students exposed to audio-visual aids and those exposed to conventional methods between public and private schools. This finding is in agreement with Osunwusi & Abifarin's (2013) study that found private secondary school students use computer and internet in higher measures than their public counterparts. Egunjobi & Awodele (2012) also found that teachers and learners in private Senior Secondary Schools were better prepared to utilize ICT facilities than their counterparts in public schools.

Lastly, the study found no significant effect of school location on the academic achievement of Senior Secondary School students exposed to audio-visual aids and those exposed to conventional methods. This finding is not consistent with Stoop's (2005) study, which reported that urban school students perform better academically than their rural counterparts in using the internet. However, this finding supports Okoye's (2009) observation that the location of a school in a rural or urban setting affects students' ability to study and perform academically.

In conclusion, the present study provides evidence that the use of audio-visual aids has a significant impact on the academic achievement of Senior Secondary School students. Furthermore, the study highlights the importance of ICT facilities availability and training to students and teachers. The results also suggest that gender and school location do not have significant effects on students' academic achievement when exposed to audio-visual aids and conventional teaching methods.

## CONCLUSION

This study aimed to investigate the effect of audio-visual aids on the academic achievement of Senior Secondary School students, and whether this effect differed based on gender, school type,

and location. The findings showed that the use of audio-visual aids had a significant positive effect on the academic achievement of students. However, there was no significant difference in the effect of audio-visual aids based on gender. On the other hand, school type had a significant effect, with private school students performing better academically than their public-school counterparts. The study also found no significant difference in the effect of audio-visual aids based on school location.

These findings suggest that the use of audio-visual aids can enhance academic achievement in Senior Secondary School students. Furthermore, private schools may have an advantage in this regard due to the availability of resources and training opportunities. However, it is important to note that the impact of audio-visual aids on academic achievement may be influenced by other factors such as teacher training, student motivation, and classroom environment. Therefore, further research is needed to fully understand the potential benefits of audio-visual aids in education.

In conclusion, this study highlights the importance of incorporating audio-visual aids into the teaching and learning process. It also provides valuable insights into the factors that may influence the effectiveness of these aids, including school type and location. Ultimately, these findings can inform education policies and practices aimed at improving student academic achievement in Senior Secondary Schools.

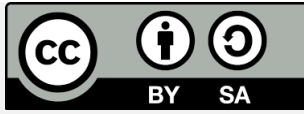
## RECOMMENDATIONS

Based on the findings of this study, several recommendations have been put forward. Firstly, the infrastructure of schools should be designed in a way that facilitates the effective use of audio-visual aids. Secondly, the scheme of work for the academic session should be made available online to encourage male and female Islamic Studies students to engage in research activities. Thirdly, access to audio-visual aids should be made easy for students in both rural and urban areas by governments at all levels to encourage both teachers and students to effectively use them for academic work. Fourthly, constant seminars and workshops should be organized for students in both private and public schools on the importance of audio-visual aids in teaching and learning of Islamic Studies. Lastly, the Ministry of Education should inspect and monitor the use of available audio-visual aids in schools, particularly in the teaching of Islamic Studies, to ensure effective utilization of these resources.

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