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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

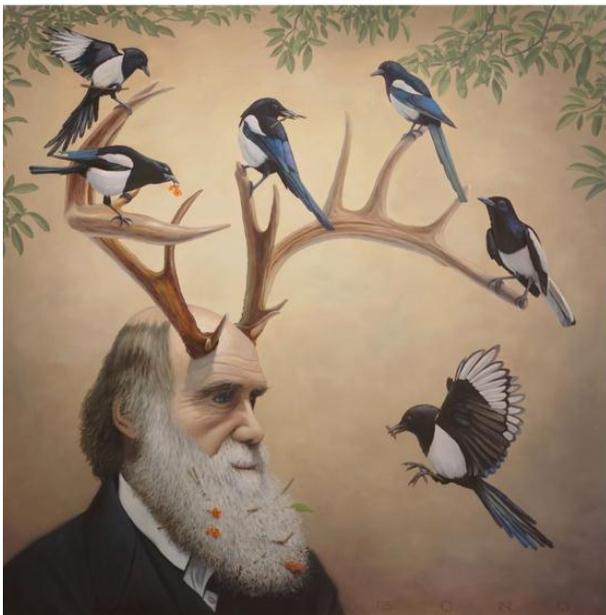
Año 35, 2019, Especial N°

22

Revista de Ciencias Humanas y Sociales

ISSN 1012-1537/ ISSNc: 2477-9385

Depósito Legal pp 198402ZU45



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Manipulating Audio-Visual Aids in the Educational Processes at Al-Hilla University College.

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Abstract

The current study is regarding manipulating audio-visual aids in Al-Hilla University faculty. The study was supported attaining and exploit the preceding objectives: 1st, to look at and confirm however simply how the library offers and matches the wants of the professors in giving relating to audio-visual aids; the kinds and excellence of audio-visual aids tend to be around within the faculty, secondly, their individuals and regularities of usage and third, what procedures enclosed adopted in enforced in advertising and creating consciousness of the conferred audio-visual aids within the assortment by the professional. 2 models of surveys were managed to workers to declare the desired data. The investigator additionally visited the university to note additionally to supply the survey. Through the scientist created this survey and viewing, data was collected, ready and examined mistreatment non-parametric analytical instrumentality as rates and regularities; within the analysis question consequently straightforward analysis and discussion, mean was additionally used as a result of it includes a variety of things. It discovered that: the faculty gallery of audio-visual aids is adequate moderately. The professors rarely use audio-visual aids in instructing within the faculty. The one ofttimes manipulated audio-visual aids is that the whiteboard by the professors. The obstacles to the usage of audio-visual aids within the faculty are non-availability, lack of enhancing infrastructures and human parts. Learners derive varied benefits of mistreatment audio-visual aids. The professionally created consciousness of provided audio-visual aids is just not important.

Manipulación de ayudas audiovisuales en los procesos de educación en la Universidad Al-Hilla College.

Resumen

El estudio actual se refiere a la manipulación de ayudas audiovisuales en instalaciones de Al-Hilla University. El estudio fue apoyado para lograr y expirar los objetivos anteriores: primero, mirar y confirmar, sin embargo, de manera simple cómo la Biblioteca ofrece y coincide con las necesidades de los profesores al dar ayudas audiovisuales; los tipos y la excelencia de las ayudas audiovisuales tienden a estar presentes dentro de la fábrica, en segundo lugar, sus individuos y las condiciones de uso y, en tercer lugar, qué procedimientos adjuntos adoptados para imponer en la publicidad y crear conciencia de las ayudas audiovisuales conferidas dentro del surtido por El profesional. Se administraron 2 modos de encuestas a los trabajadores para decirar los datos deseados. El investigador visitó adicionalmente la universidad para tomar nota adicionalmente para suministrar la encuesta. A través del científico creado esta encuesta y visualización, los datos fueron recogidos, preparados y examinados maltratando la instrumentación analítica no paramétrica como tasas y regularidades; dentro de la pregunta de análisis, por consiguiente, el análisis y la discusión sencillos, la media se utilizó adicionalmente como resultado de esto, e incluye una variedad de cosas. Descubrió que: la calidad de las ayudas audiovisuales es adecuada moderadamente. Los profesores rara vez usan ayudas audiovisuales para instruir dentro de la fábrica. A menudo, las ayudas audiovisuales manipuladas son las pizarras de los profesores. Los obstáculos para el uso de ayudas audiovisuales dentro de la instalación son la falta de disponibilidad, la falta de mejoras en las infraestructuras y las partes humanas. Los alumnos obtienen diversos beneficios de las ayudas audiovisuales contra el maltrato. La conciencia creada profesionalmente de las ayudas audiovisuales proporcionadas simplemente no es importante.

I. Framework

1. Background of The Study

Webster's comprehensive Iexicon of English describes Audio-Visual Aids being "educational tools guided by every sense of sensory system and sight, movies, recordings, photos, and a great deal of utilized in room directions, library selections even the prefer".

The section is additionally delineated by (Dike,1993) Iike; those tools that

don't rely solely on reading to transfer definition. they may show ideas by the sense of hearing as in audio aids. Or visible, as in visual aids or through a mixture of senses. Certainly, the vary of those aids is a powerful side.

Regarding (Anzaku, 2011) "the expression audio-visual aids are utilized to ask those academic aids that may be utilized to transfer definition while not excellent reliance on verbal signs or speech ". therefore, relating to the represented, the elucidation in a very textbook will fall inside this grouping of academic aids, not the reference material. a number of the audio-visual motifs are the feature of the procedure and past follow, for instance, dramatizing an incident or a method. a number of the audio-visual aids just like the motion footage demand the employment of apparatus to seem their latent and hidden worth. several like an associate exhibit or a study print wouldn't like instrumentality in any respect. This term points out each material thing and procedure like field journeys.

Anzaku (2011:87) furthermore elucidated that audio-visual aids comprise aids and devise similarly, that aids are regarded to be a way of data of double regard once added to the study, whereas devices or perhaps steering are the ways in which of exhibiting this material.

The significance of audio-visual aids within the academic method can't be over-highlighted. the subsequent are a number of the functions of audio-visual aids:

Basing Learning in perception,
Extending experience,
Supporting participation,
Stimulating interest,

Individualizes directions and
Making Learning permanent

1. Basing Learning in perception

action the importance of audio-visual aids, (Ngozi, Samuel, and Isaac, 2012:58) nemine contradicente accepted that audio-visual aids are very important similarly as useful in education because the regular student gains and take comprehension in conditions of various read taken through the attention, ear, touch, and different senses. that's too precise that job will get from the instrumentality, audio-visual aids, that's doesn't happen in separation, rather through a stability pattern from any instructor system

that's activated by outward incidents.

(Eze, 2013:69) additionally explains that the individual learns a lot of simply and quickly by audio-visual operations than by spoken elucidation solely. His capability to achieve abstract ideas through sensory activity experience is, however, a development not clearly expressed and maybe not soluble.

(Oketunji, 2000:46) same that once with efficiency used of audio-visual aids have blessings. firstly, they cut back the principal weakness of verbalism, secondly, vitalize and humanize subject material, thirdly, provide a fascinating approach to new motifs and provides elementary correct impressions, fourthly, economic time in learning, fifthly, give concrete instrumentation that is required, sixthly, stimulate the learners' initiative.

Swank (2011:68). stating the impact of visual aids in leaning, stated that about 40% of our ideas are smitten by visual experience, 25% upon sense modality, tangible take 17%, 15% upon miscellaneous organic sensation and 3% on style, smell. It becomes clearer why audio-visual aids are vital within the instructional processes with the on top of stress. this can be why they get one hundred pc clarity with conveyance the varied senses contributions.

2. Extending Experience:

(Gopal, 2010: 36) assured that the teacher is helped with the audio-visual aids to trounce and overcome the physical obstacles of viewing material. so, with the audio-visual aids, the space and partition of communication are going to be broken. With the assistance of slides, films, and projectors, the culture and atmospheric condition of alternative states may be brought into the schoolroom. To Dike (1993:69) "the image and information become obvious and permanent once the development is visualized" therefore this is often important.

3. Supporting Participation

(NatoLi, 2011 :58) stressed that "For developing communication skills whereas actively engaged in determining the purposeful issues for learners, audio-visual aids are made chances". In alternative words, If the learners are engaged in important and appealing activities, they love it additional and learn higher. for example, once learners are enclosed in

bulletin board displays that may support their color choices and facilitate their understanding of the thought in question or connect within the dramatization of a happening or a method to the teacher.

4. Stimulating Interest

According to (Katherine, 2009:93) “when the teacher begins to produce learning things wherever the learner can learn as a result of, he has natural reactions of the provided aids therefore learning happens effectually”. The teacher should offer the educational state of affairs to satisfy the learner’s natural reaction through the employment of educational aids, and this can be throughout the academic method.

He conjointly integrated into the role of audio-visual aids in stimulating interest aforementioned that in any instructional state of affairs, a friendly, acceptive cluster climate is critical, particularly in aids that raise from learners to manifest their cognitive content and encounter their fellow learners. Learning is aroused once there’s a climate of acceptance. (Ibid).

5. Individualize Instruction

Lestage A. (1959) assured that audio-visual aids offer and have a way of individualizing instruction. And this can be attainable in programmed teaching and tapes that facilitate the learner to find out at his pace and work on himself. And additionally, Dike(1993:68) aforementioned that the teacher is free by the machine, thus he’s employed with the individual learners, as he isn’t currently demanded or asked to implement common drills. Another procedure of discrimination instruction is that the production of resources by learners.

6. Making Learning permanent:

Audio-visual aids will operate the most role to last the academic method,(-Gopal,2010:45)stated the audio-visual aids will change the acquisition, recall, and retention of the teachings that are learned, attributable to conjuring the utmost answer of the total organism in done learning things. And pronto, sensory activity aids connect themselves with the distinctive experiential background of each learner. (NatoIi, (2011:68) explained that audio-visual aids are important within the instructional processes as a result of once seeing one thing that the majority individuals bear in mind,

no matter is, it invokes up and restores a picture as a mention and might be talked concerning clearly.

Dike (1993:76) conjointly referred that learners forgot as a result of they don't have associate interest and opportunities to govern the data that they need to be won shortly. Therefore, audio-visual aids clarify the knowledge submitted once permitting learners to ascertain what they need to be learned. Thus, the saying:

What I hear, I forget

What I see, I remember

What I do, I know

II. the matter

The present analysis says that learners don't perceive what they're learned while not audio-visual aids. This learning doesn't urge participation and lacks stimulation of interest. Also, this learning is dynamic. Although, there are low exploitation and no convenience of audio-visual aids in faculties. This analysis can investigate in AI-HiIIa university faculty in mistreatment audio-visual aids. So, we are going to note the hindrances and work to push the employment of the audio-visual instrumentation.

1. Aim of The Study

This analysis aim at discovering and documenting the audio-visual aids manipulation within the instructional method of the departments of AI-Hi-IIa university faculty.

It will conjointly assure however the library achieves audio-visual aids within the want of the lecturers.

It will conjointly elicit the categories and amount of the audio-visual within the library of the school and their use inhibitions and frequency of mistreatment in the teaching workers.

.4. it'll check the bibliotec steps to originate awareness of the accessible

audio-visual aids to the lecturers.

2. Limit of The Study

The study is delimited and recruited to AI-Hilla University faculty departments, so the analysis findings are wont to reshuffle the obstacles of it within the year of 2017-2018.

The study is additionally restricted to the employment of audio-visual aids within the method of education, their potency, and capability to change the knowledge between the learner and lecturer.

3. Importance of The Study:

Audio-visual aids are a protracted-time offered, however, they're usually underutilized. If we have a tendency to follow the identification of the audio-visual obstacles to most utilization in colleges, we are going to build the hassle to reduce the effort of the obstacles and increase the adequate utilization of the offered aids. The study discoveries can direct the lecturers, government, sponsoring bodies and granters not solely to shop for written aids however additionally better-known printed aids to the tutorial establishments. there'll be undoubtedly a high demand for the aids, and this may encourage the producers for the productions and additionally applying them in learning; if the utilization of audio-visual aids. The learner can deviate to assume than reckoning on the lecturer. This study can enter alternative fields' analyses of concern and interest and investigators are given insight into their topic.

4. Research Questions:

What sorts and amount of audio-visual aids are obtainable within the library of AI-Hilla University College?

How usually do lecturers whereas presenting the fabric once manipulating audio-visual aids?

What types of audio-visual aids do lecturers use?

What are the obstacles to the employment of audio-visual aids in college?

What blessings do learners derive from manipulating audio-visual aids?

What procedures has the professional followed to extend victimization audio-visual aids among lecturers?

The General read of Audio-Visual Aids

Positano and Prozano (1982:54) elucidated that audio-visual aids and time memorials existed however not integrated into the academic method. So, audio-visual aids appeared from extended time, however, their use was restricted till within the Sixties and Nineteen Seventies, libraries complete their use and incorporate them into the library collections for future use. Summer aforementioned that on the looks of aids man expounded himself in terms of drawings, signals, and symbols before developing speech as a method of communication. It pointed here that the employment of audio-visual aids began from the first civilization of the person. And this is often shown within the endeavor of ideas communication. inexperienced (1965: 79) aforementioned that man acted photos out rocks for conveyance ideas during a time of man.

Ani (1990:37) increased the introduction of audio-visual aids that were used from Twenties audio-visual aids that came to be employed in America within the academic method. Dike(1993: 58) inferred that the various approaches are shapes of audio-visual aids within the academic institutes like participation, observation and also the use of the senses .so the kid must notice fastidiously while not verbal directions and share in household arts, agriculture, and craft, additionally, he's ready to perceive data unconsciously from totally different fields. And he has added to understand the knowledge from his cultural heritage particularly. Verbal directions and also the preservation of cultural arts affect knowledge and data transfer. This cited the victimization of telling sessions within the academic institutes.

these days throughout this country, the price of educational aids has been complete of late and makes a trial is being created by all organs connected with education to ascertain that audio-visual aids are used in educational things.

IV. styles of Audio-Visual Aids

Fayemi (1991:59) classified audio-visual aids for stroke them to work among the educational methodology. They embody the following:

REALIA during a } very social and physical setting

These aids, situations, and to boot the folks need to be studied, observed, and worked at intervals the natural atmosphere. we'd like field visits, demonstration, experiments and totally different direct experiences as processes for obtaining the which suggests at intervals the study of relia. they'll acquire the category in showcases or hooked up to bulletin boards. Dramatic performances (portrayal of individuals, events, procedures) dolls and puppets are created to be used as dramatic models.

Models, Mock-ups Globes, and Relief Maps. These are purchased or created by the lecturers and learners. Exhibits and dioramas created of models are borrowed, purchased or created.

Television programs: this desires tv receivers and antenna systems. they'll be created on by learners and lecturers as learning experiences.

Motion pictures: Projection instrumentation for accommodation either optical and/or magnetic soundtracks and projection screens are needed. Still, footage projection aids embody transparencies and micro-projector aids (microscopic slides and microscopic slides and microscopic objects).

Study prints and pictorial illustrations

Radio and Audio programs, as found in tapes or disk recordings and radio broadcasts.

Graphic aids like maps, graphs, cartoons, diagrams, and charts.

According to (Aina and Olutade, 2006:68), the foremost visual aids which can be employed by the lecturer might even be classified as follows

Pictorial and Graphic Aids

Chalkboard

Textbooks illustrations

Charts

Pictures:

(a) Drawing

Reproductions

Photographic

Maps of assorted types

Diagrams. image language, etc.

Optical Aids

Episcope

Diacopes

(a) commonplace lamp

Sub-standard projector

Strip projector

Micro-slide projector

16mm Cinematograph

Silent

Sound

Specimens (a) Actual objects

(b) Facsimiles or reproductions

Models

(a) Reduced

Enlarged

Sectional

Working, enveloped real objects e.g. school visits, the direct experience, the contrived experience or “Mock-up”

Dike (1993:58) divided audio-visual aids into:

Audio aids like records, tapes, and cassettes, and radio broadcasts.

Visual aids in conjunction with models, real objects, three-dimensional displays, the sheet, bulletin board, adhesives, graphs, diagrams, charts, maps, cartoons, posters and pictures and projected forms like transparencies, slides, filmstrips, and films.

Audio-visual mixtures e.g. films and filmstrips, slides-tape decks, tv programs, videotapes, and dramatization.

Others like educational programs/games, programmed directions, demonstration and field journeys.

From the upper than, we are going to see that audiovisual aids are divided into audiovisual and a combination of audio and visual aids et al that is the class with audio-visual aids which could either be throughout a projected or non-projected sort.

The Sample

The population of the analysis consists of all the lecturers and students at AI-Hilla University college. There are concerning one hundred and cardinal (136) lecturers at intervals the varsity and one thousand 600 and cardinal (1,675) learners for the 2017/18 academic year.

Sampling technique

A total variety of sixteen to twenty learners are chosen from each one of the departments of the faculty therefore on assures justice.

Table 1: Departments and also the variety of respondents from learners and workers

Departments workers	Learners
Department of English	seventeen
Department of Pharmacy	sixteen
Department of Law	sixteen
Department of medicine	eighteen
Department of Pathological Analyses	seventeen
Department of Fine Arts	sixteen
Total	a hundred

This specific technique of sampling is truly named bedded absolute mensuration. every selection had been ready so as to form positive the depiction regarding each section or maybe towards pro-rate describe each category within the society.

Through playacting this one, pupils were haphazardly provided the survey holding within the pinnacle within the year of analysis of each all of them so the ideas gathered will cut across the scholars regarding totally different stages in the university. so as to avoid wasting this one upon the side of scholars and their lecturers(professors), their year of analysis and rates regarding the workers were desired to find before supplied with survey towards them.

These professors are fashioned of varied designations varied from lecturer one, lecturer 2, lecturer 3, assistant lecturer, lecturer, prof. And faculty

members. Most of the scholars are in parcel one, several in parts 2 and 3.

The sample individuals are brought from these sets because of the very fact that the individuals enclosed through the utilize audio-visual aids while teachers severally. For these causes, they're in AN improved place to supply the required ideas relating to audio-visual aids as a result of their potency, handiness, and the way usually they're utilized in teaching and also the stage of creation.

VI. The instrument for Data Collection

The method is chosen to be accustomed to collect information comprised of 2 series of questionnaires to be completed by each learner and tutorial employees. One series of queries for learners and therefore the different series of questions for tutorial employees. every series of queries were developed by the man of science with direct involvement along with his colleagues. The queries were synchronized to match the analysis questions (1.6). The question series for every cluster was got wind of to elicit each fastened response in addition to open-ended responses with distended descriptions. For this analysis, it's the ambition of the analysis to accumulate information about the subsequent aspects of visual aids in faculty that embrace the forms, aspects, and details regarding their use.

Within every question of each question series, everyone had varied classes to classify responses to them. Like in one such question class, the vary of outlined response was as follows fairly often, often, sometimes, never, terribly adequate, fairly adequate, rarely, encouraging, fairly encouraging, not encouraging. Of all the question series sent to tutorial employees ninety-eight copies came.

For each series of queries sent dead set every cluster i.e. learners and tutorial

employees at a complete of one hundred copies of the question, series was sent dead set get sizeable cross-sectional information of the educational population no matter background, that is meant to spotlight the users (academic staff) of audio-visual aids to show the learners. Any responses from the learners were by suggests that to act as supplemental information set to it of the lecturers.

Method of information assortment

The analysis was conducted by the man of science on the school field by

first off obtaining every question series to be completed by each information cluster in addition to assembling data-based data, by visually inspecting the categories of audiovisual aids that wherever physically I'm stuck at the school. With regards to the question series every series of queries was given to Candidates head to head and picked up inside 48 hours

Method of information Analysis:

The information composed for these studies has been ready and analyzed. as a result of the records obtained within the design at are specifically descriptive, non-parametric applied math techniques that embrace proportion, frequencies of numbers remodeled into percentages, in a very single case mean is employed as suggests that of analysis are used within the evaluation. This helped to research the solutions to the queries within the form and draw a conclusion.

VII. Data Presentation and Analysis

Personal Data

The results of the surveys are analyzed regarding the answers of both academic staff and learners.

Table 2: Rank of academic staff

Number	Rank of academics	Number of interviewees
A	Professors	21
B	Assistant	16
	Professors.	
C	lecturers	18
D	Assistant	20
	lecturers	
E	Teaching	19
	Assistant	
F	readers	-
G	Others	-
	Total	94

according to the on high of the question, twenty-one(21) Iecturers marked as professors, sixteen(16) as assistant professors, eighteen (18) as Iecturers, twenty (20) as assistant Iecturers, nineteen (19) as teaching assistant, and no records for readers or others, movement the quantity to a whole of ninety-four (94).

Table 3: Teaching Topics of Lecturers

S/No.	Teaching Topics	Number of interviewees
1	Educational subject	12
2	Methods of Teaching	4
3	Biology	4
4	Applied linguistics	7
5	Fine and Applied Arts	5
6	Theatre Arts	8
7	Economics	4
8	Medicine	8
9	History	7
10	English language	8
11	Religious Studies	6
12	Social studies	10
13	Political science	8
14	General studies	3
	Total	94

The above table shows the number of different teaching topics and interviewees who were practiced answering the surveys for the re-
search.

VIII.

Research Questions

Question one

- How tolerable is the college's assemblage of aural- visual
aids?

Table 4: tolerability of aural- visual aids

	Response from Lecturer				
Response	Very acceptable	Fairly acceptable	unacceptable	No response	Total
Frequency	2	22	61	9	94
%	2%	23%	65%	10%	100

Table four states that out of the ninety-four lecturers studied, 65%
of them showed that the college's assortment of aural- visual aids is
poorly.

The same question was conceded to learners however in an exceed-
ingly totally different kind, - what's the amount of aural- optical aids
in your college?

Table 5: tolerability of aural- visual aids

	Response from Lecturer				
Response	Encouraging	Fairly encouraging	Not encouraging	No response	Total
Frequency	10	44	34	10	98
%	10%	45%	35%	10%	100

From the data attained on a matter, I from Learners, a whole style of ninety-eight Learners were studied and 10 p.c of the general variety showed that the college's assortment of aural- visual aids is auspicious, 45% of mentioned it's fairly auspicious and 35% not auspicious, another 10% didn't answer to the question. supported the amount that answers to the question thus, it's clear that Learners found the college's assortment of aural- visual aids fairly acceptable whereas the Lecturers aforesaid it's unacceptable. The researcher, who was there, upon examination through observation did identify that the number and types of audio-visual aids that were in stock and currently in good working condition. Where available for use in the college was fairly confident of accessibility. Furthermore, there was equipment that was not being used within the Library resources. In addition to this Lecturers also had access to other educational technology, which only Lecturers had access to, but the researcher did not have any access to. Furthermore, there was more technology that was available for teaching purposes in the Language Laboratory for teaching English. whilst the main technology in audio and video was in good stead some areas such as Libraries were inadequate, but the

Language Laboratory was greatly impressed with its facilities available as to with the media center.

A subsequent question in relation was submitted relating to what quantity and to what extent was there improvisation these technological aids within the college: that of the aural -visual aids does one improvise? once asked Lecturers responded by oral communication that they are doing improvise a number of the aids at intervals their reach, the extent of improvisation enclosed transfer them from their homes, e.g. models, maps, magazines, newspapers, radio, specimens, posters, footage and container recorders. Out of all the educational workers, 5% of them showed that they are doing improvise.

Question two

How often do lecturers use aural -visual aids in teaching?

Table 6: Frequency of Use

	Response from Lecturer			
Response	Often	Rarely	Never	Total
Frequency	23	50	25	98
%	23%	51%	26%	100

The on top of the table for studies queries two denotes that a giant range of lecturers hardly ever uses aural -visual aids in their categories. in step with the table and therefore the facts collected, 51% of the lecturers rarely use audio-visual aids, 26% of them don't use or have in no means used audio-visible aids; 23% oftentimes use aural -visual aids. Therefore, its way finished that the lecturers within the

school rarely use aural - visual aids in tutoring.

Questions three:

What styles of aural - visual aids do lecturers use?

Lecturers were asked how often they use the subsequent A/V aids in teaching. In the evaluation of this query, because of the wide variety of items, suggest has been selected to the country the figures. The different options for the query are:

the alternatives were ranked is

Very often = VO this

order 4, 3,

Often = O 2, 1

Sometimes = S

Never = N

Table 7: Frequency of Use

		Responses from lecturer(lecturer)				
S/N o.	Items	VO	O	S	X	Decision
1	Posters	23	12	35	2.4	S
2	Pictures/photographs	25	16	36	2.5	VO
3	Chalkboard	72	6	8	3.5	N
4	Cassette recorders	4	3	25	1.6	N
5	Disc	4	-	8	1.2	N

6	Magnetic boards	4	5	10	1.3	O
7	Magazines/Newspapers	40	20	20	2.9	O
8	Maps	26	24	18	2.5	S
9	Models	27	12	15	2.4	N
10	Flannel boards	-	20	20	1.6	N
11	Radio	21	4	19	2.1	N
12	Slides	2	-	18	2.0	N
13	Sound projectors	2	12	8	1.4	N
14	Computer	3	17	7	1.4	N
15	Television	2	9	18	1.5	N
16	Field trips	12	21	20	2.0	S
17	Specim	27	14	2	2.2	S

	ens						
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As express at intervals, the info collected and analyzed, the result from the responses attained from teachers states that sheet is that the best aural visible aids that are fairly usually used. three totally different aids, maps, magazines/newspapers cut out, pictures/photographs are generally used, the rest are either used typically or near that falls below the standards mean of 2.5 denoting that aural visible aids aren't usually used at intervals the college. it's not beautiful as a result of the sheet is that the easy instrumentation that no organization has to be compelled to afford now not to use or have.

Question three

Question three

Table 8: Frequency of Use

		Responses from learners						
S/No	Items	VO	O	S	N	X	Decision	
1	Posters	30	26	36	6	2.8	O	
2	Pictures/photographs	31	20	35	12	2.7	O	
3	Chalkboard	85	8	5	-	3.8	VO	
4	Cassette recorders	9	16	16	57	1.8	N	
5	Disc	-	8	10	80	1.3	N	
6	Magnetic boards	4	1	22	71	1.4	N	

7	Magazines/Newspapers	32	28	24	14	2.8	O
8	Maps	45	20	18	15	3.0	VO
9	Models	40	20	17	21	2.8	O
10	Flannel boards	-	8	20	70	1.4	N
11	Radio	8	10	15	65	1.6	N
12	Slides	8	-	15	75	1.4	N
13	Sound projectors	4	4	20	70	1.4	N
14	Filmstrips	4	-	20	74	1.3	N
15	Specimens	47	19	12	20	2.9	OF
16	Television	2	6	16	74	1.3	N
17	Computer	2	6	10	80	1.3	N
18	Field strips	30	16	29	23	2.5	O

The table on prime of states varied types of aural visual aids and so the response in their utilization equipped in mean (X). It states that only maps and chalkboards are fairly typically used by teachers in teaching, the rest are either frequently used or not utilized in the slightest degree but the variability of those not used surpasses that sort of often used.

Question four

What are the restrictions of mistreatment aural -visual aids within the college?

The various factors given by the lecturers and novices are classified beneath three-wide headings for sleek discussion and analysis.

Table 9: Obstacles to Use

Available Factors	Frequency	%
Non-availability	44	22.9
Financial constraints	40	20.8
Removal by staff/learners	18	9.4
Inadequate	14	7.3
Non-replacement	6	3.1
Supporting Factors		
Maintenance	42	21.2
No spare parts	12	6.3
No storage facilities	14	7.3
Unstable power supply	18	9.4
Lack of operating aids	6	3.1
Human Factors		
Lack of manpower	58	30.2
No commitment by teachers	8	4.2
Lack of time	10	5.2
Laziness	18	9.4
Lack of awareness of their importance	10	5.2
Learners attitudes towards learning	4	2.1

Percentages were based on the number.

Contained within the tables are the results from the question lists within the sort of percentages, there are 2 teams of results listed the primary set being the respondents from learners and therefore the second set being the respondents from tutorial employees. every one of the 3 tables focuses on totally different aspects of that the queries launched, that define every issue that's answerable for the employment of audio-visual aids in AI-Hilla University faculty.

As you'll be able to see within the tabulated results, 3 basic factors show considerably low mark values, that expressly tell the United States of America that the supply, enhancing infrastructures and human factors are the most obstacles within the use of audiovisual aids in the departments of the school. the odds deflect most from traditional.

Question five

In the analysis that was conducted one in every one of the areas that were of primary interest was to search out: What blessings will the learners pronto get from exploitation and audiovisual aids?

The responses relayed by the educational employees listed a variety of benefits from the employment of audio-visual aids. These responses obtained are delineated within the table below:

Table 10: advantages of the use

S/No.		Frequency	%
1	Quick understanding	121	63.0
2	Makes lesson realistic	32	16.6
3	Learners are glad	16	8.3
4	Learners are interested	17	8.9
5	Learners are motivated	23	11.9
6	Encourages participation	10	5.2
7	Serves as reference aids	23	11.9
8	Makes learning permanent	55	28.7
9	It saves time	33	17.2
10	Makes learning easier	65	33.9
11	Fosters explanations	61	31.8
12	Gives experience	28	14.6
13	Learners learn to operate them	18	9.4
14	Confident of what is taught	4	2.0

Numerical Data obtained represented in percentages:

With regards to the table higher than the benefits listed were obtained from the responses from educational workers regarding exploitation audio-visual aids from the utilization of every kind of audiovisual instrumentality. The frequencies & percentages explicit within the table are supported the whole range of responses from each the learners and educational workers.

The highest-ranked advantage explicit within the table is that the easy understanding, of the kind of audiovisual aids, that contains a proportion of 63%. only if there are varied benefits this shows that

the foremost apparent advantage was that associate degree teaching aid was the most advantageous facet was an item simple and fast understanding.

Question six

What strategies have the librarian followed to grow the usage of audio-visual aids amongst lecturers?

Lecturers had been asked if they have been given any records on available audio-visual aids in the library by the librarian.

Table 11: Information given by Librarian

Response	Yes	No	Total
Frequency	30	64	98
%	32	68	100

The higher than table clarifies that the quantity of focus created via the audio-visible skilled isn't impressive: 68% of the population confirmed that no facts are given them as keep with the supply of academic materials at the identical time as 32% agree that they'll be created aware about the accessible aids at intervals the library by suggests that of the professional person

IX. Interpretation of Data

In this section, the findings of this research that totally analyzed in the previous section are mentioned. Conclusions as declared, the implication of the study for instructional functions and suggestions for additional analysis as seen.

Discussion of Results

Question one

How tolerable is that the college's assemblage of aural- visual aids? Tables 3 and 4 clarify the findings of the on high of question. Table 3 includes responses from lecturers, and it states that the university's assortment of audio-visible aids is in ok as a result of its reflected 65% of the entire population. whereas in table four, the reaction from learners shows states that a series of audiovisual aids inside the university is fairly encouraging. this could be pictured via forty-five percent of the population. there's a contradiction between meagerly and fairly encouraging but this should mark a drawback to the study. However, the researcher comments that the university's assortment of audiovisual aids in all fairness encouraging. this could be as a result of, though the gathering of these aids inside the library is unbelievably poor, a pair of fully different centers within the varsity complement the library's collections of audiovisual aids. These are the language laboratory and so the media center several. they're able to associate in nursing excessive widespread and on account that our question depends all on the university ordinarily, it's most determined profitable to finish that the audiovisual assortment within the varsity is fairly encouraging.

Question two

How sometimes do your lecturers manipulate aural -visual aids in teaching?

Table vi skillful this question by showing that the lecturers' use of

audio-visual aids isn't marvelous. The table denotes that 23% of the lecturers usually use audio-visual aids at an identical time as 51% rarely use and 26% had never used them the smallest amount bit.

Question three

What kinds of audio-visual aids do lecturers use?

Table seven and eight confirmed facts at the usage of some specific sorts of audio-visible aids among the departments of the college. there are eighteen gadgets on tables. The device for applied math analysis of this specific analysis question was imply (X) and additionally the standards mean become 2.5. that's an object that fails temporary of the standards mean contains a poor reaction to the question. Therefore, table seven that's responses from lectures shows that the best four gadgets have an implausible reaction to the queries. These are things 2, often, item three fairly typically, object seven typically an object eight off.

Table eight responses from learners showed that eight objects have an implausible reaction to the analysis question. Item three and eight showed really of whereas one, 2, 7, 9, 15, eighteen confirmed typically. This, therefore, tells North Yankee nation that though the college's series of audio-visible aids fairly adequate, there might even be an extremely low utilization rate.

Question four:

What are the restrictions of mistreatment audio-visual aids within the college?

The responses for this question were taken from each learner and lecturers. The frequencies for every issue were placed on to understand at one vary from every respondent. Table nine conferred knowledge on the obstacles to the utilization of audiovisual aids at intervals the kind of frequencies and percentages. the chances as terribly low. They deviated most from a mean of 100 percent. this could be usually to inform the USA that the obstacles placed in table nine non-availability of audiovisual aids, enhancing infrastructures and human factors as terribly in control of the non-use of audio-visual aids at intervals the school.

Question five

What advantages do you think Learners derive from manipulating aural- visual aids?

Table ten submitted the information on the benefits Learners derive from manipulating audio-visual aids in frequencies and percentages for respondents from Learners and Lecturers. The table bestowed fourteen all totally different blessings that Learners derive. However, fast understanding stood as an outstanding advantage among all of them. fast understanding carried cardinal of the response whereas the choice factors were below the quality of one hundred pc.

Question six

What methods have the professional person followed to grow the usage of audio-visual aids amongst Lecturers?

Table eleven has correct knowledge of accessible aural -visual aids among the library. The students' responses are categorical that the attention created by the skilled isn't spectacular. the information is categorical that cardinal of the populations isn't given any awareness of the accessible aural -visual aids.

X. Conclusion

According to the observation and therefore the result obtained, the next conclusions had been drawn:

- There are light teaching aids at AI-Hilla University faculty.
- The offered ones don't seem to be effectually utilized by each learner and worker.
- Classical audio-visual aids within the faculty don't seem to be replaced.
- A huge variety of educational workers don't use aural -visual aids in teaching.



**UNIVERSIDAD
DEL ZULIA**

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Revista de Ciencias Humanas y Sociales

Año 35, Especial No. 22 (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

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