

UNIVERSITY OF EDUCATION, WINNEBA



**USING AUDIO- VISUAL MATERIALS TO IMPROVE THE
PERFORMANCE OF LEARNERS IN SOCIAL STUDIES AT AGONA
KWANYAKO CIRCUIT**

FRANK AGYEKUM-ADDO

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KWANYAKO CIRCUIT**

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DECLARATION

Candidate's Declaration

I, Frank Agyeikum-Addo, hereby declare that the content of this dissertation was solely done by me. It contains no material previously published by another person or material which have been accepted for the award of any other degree of the University, except where due acknowledgement has been made to the text.

Signature

Date

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines for supervision of the thesis as laid down by the University of Education, Winneba.

Name of Supervisor: Professor Paul Kobena Effrim

Signature

Date

DEDICATION

This piece of work is dedicated to my parents, Mr. Alfred Addo(late) and Madam Cecilia Odoom and my late brother Dr. Patrick Yamoah and all who spent their time, energy and money on my education to enable me realize my goal. May God bless them all.

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ABSTRACT

The study examined the impact of using audio-visual materials to improve learners' performance in Social Studies at the Agona Kwanyako Circuit. The purpose of the study was to determine the extent of availability of audio-visual materials, their effect on students' comprehension and retention, and the challenges teachers face in their use. The research adopted a quantitative approach with a descriptive survey design. Primary data were gathered through a structured questionnaire administered to a census sample of thirty-three (33) Social Studies teachers. The data were analysed using descriptive statistics, including frequencies, percentages, means, and standard deviations. The findings revealed that audio-visual materials were generally available and accessible in schools, particularly projectors and related aids that supported teaching. However, there were inadequacies in the provision and maintenance of computers, radios, and televisions, which limited resource diversity and sustainability. Teachers perceived that the use of audio-visual materials significantly enhanced learning by making lessons engaging, improving comprehension, increasing motivation, and facilitating better retention and classroom participation. Despite these benefits, the study identified several challenges, including inadequate funding, frequent breakdown of equipment, insufficient training, large class sizes, and limited instructional time, all of which constrained the effective use of audio-visual aids in Social Studies instruction. Based on these findings, the study recommends that schools and educational authorities expand the range of available audio-visual resources and ensure regular maintenance to sustain their functionality.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The enhancement of instructional methods through innovative pedagogical approaches has become increasingly critical in contemporary education. Specifically, the integration of audio-visual materials in the teaching of subjects such as Social Studies has gained significant attention as a means to improve learner engagement, understanding, and performance. Audio-visual materials, which encompass a variety of formats including videos, slideshows, and interactive media, can provide dynamic and contextual learning experiences that traditional methods may lack (Reeves & Nass, 2020).

In today's tech-driven scene, visual and sound tools play a big role in education at every level. These resources boost classroom impact by keeping lessons lively, shaping how deeply students grasp ideas (Mcnaught, 2021). With newer gadgets around, educators can present topics so learners actually remember them - thanks to seeing concepts in action. So, these teaching helpers mix images with audio, working through real-life mock-ups or moving clips. These tools help push school lessons forward, so kids grasp stuff better - research backs this up (Johnson et al, 2016). Lately, one gadget you will often spot in class is the projector; it throws images, clips, or slide decks onto a screen, spicing things up while boosting how much students learn. Instead of just talking, teachers show real examples, which keeps learners hooked. Such gear includes anything that taps into sight or sound during lessons, helping ideas stick without boredom creeping in (Rasul et al., 2021).

Integrating audiovisual instructional materials into teaching significantly enhances students' understanding, engagement, and retention of learning content. Studies have shown that audiovisual resources improve comprehension by presenting information through both visual and auditory channels, which supports deeper cognitive processing and facilitates meaningful learning (Çeken & Taşkın, 2022; Babalola et al., 2026). These materials also attract students' attention, stimulate curiosity, increase motivation, and create a more interactive and conducive learning environment, thereby improving students' participation and academic performance (Janson & Janke, 2024). Audiovisual instructional aids include auditory materials such as audio recordings, microphones, and headphones, which support learning through listening, as well as visual materials such as charts, pictures, and slides, which enhance learning through observation. When used together, these materials promote active engagement, sustain students' concentration, and enhance conceptual understanding and memory retention. Research further indicates that audiovisual materials improve students' academic achievement by making abstract concepts clearer and easier to understand, while also strengthening critical thinking and problem-solving skills (Agah et al., 2024; Muhammad-Jamiu, 2023). Therefore, the use of audiovisual instructional materials plays a vital role in improving the effectiveness of teaching and learning and enhancing students' overall academic outcomes. Most agree that involving more senses helps people learn faster. Real hands-on moments lay the groundwork for real understanding. Studies say many educators struggle to offer those live moments, so they lean on reading passages or lectures instead (Spear-Swerling, 2019). But seasoned professionals know relying only on talking or text just does not light up young minds.

Social Studies helps kids grasp how society works, think clearly about issues, or take part in community life. Still, plenty find it hard connecting classroom ideas to what is happening around them, which sometimes causes boredom or low grades (Amoako, 2022). Evidence shows tools like videos might fix this problem offering examples people actually connect with while boosting attention or helping unpack tricky topics. Instead of just textbooks, teachers could use videos along with hands-on activities to pull students into lessons, letting them see how class material fits their everyday world (Ajayi et al., 2021).

In the context of Kwanyako Circuit, the utilisation of audio-visual materials offers a significant opportunity to address challenges related to traditional teaching strategies. Teachers often face limitations in conveying information effectively, which can be exacerbated by a lack of resources or diverse learning styles within the classroom (Osei & Owusu, 2023). By incorporating audio-visual materials into the curriculum, educators can cater for varied learning preferences, ensuring that visual and auditory learners benefit from a holistic educational experience. This alignment not only enhances comprehension but also fosters engagement, thereby increasing the likelihood of improved academic performance.

Furthermore, the impact of technology in education cannot be understated, particularly in a rapidly digitalising world. The Ghanaian educational system has been increasingly emphasising the need for modernisation and the integration of technology into learning environments (Ministry of Education, 2023). By leveraging audio-visual materials, Kwanyako Circuit can contribute to this national agenda, enabling students to develop essential skills that are critical in the 21st century, such as information literacy and multimedia proficiency.

The significance of this study lies in its potential to provide empirical evidence on the effectiveness of audio-visual materials in enhancing educational outcomes in Social Studies. By systematically investigating this relationship, the research will not only contribute to the existing literature on pedagogical strategies but also offer practical recommendations for educators in similar contexts. Ultimately, promoting the use of audio-visual aids in teaching Social Studies at Kwanyako Circuit could serve as a model for other institutions seeking to boost student performance and engagement through innovative practices.

1.2 Statement of the Problem

The use of videos and images in class is seen by many as a solid way to boost how involved students feel, their drive, or even grades. Studies keep showing these tools help learners grasp ideas better, remember them longer, while also getting more hands-on during lessons (Mayer, 2020).

Even though videos and images help a lot in class, most past research looked at places other than Ghana - or just parts of it. Take Wouters and van Oostendorp's 2022 analysis: learners using digital tools got Social Studies ideas better than those stuck with textbooks alone. That big-picture look showed media like clips or sound boost involvement - key when lessons depend on real-life settings, say, in Social Sciences. So swapping books now and then with visuals can lift how well kids learn.

A study from Chen and Zhao (2021) looked at how well videos and sound help teach social sciences in Chinese high schools. Results showed pupils who used those materials got noticeably better at analysing things while also paying more attention - hinting these tools connect ideas to real-life use. Experts said such methods

improve learning by adding useful background info, but they also push kids to think deeper.

In Ghana, research has shown that using visual and sound-based tools in classrooms can really help learning. One project by Owusu-Ansah (2020) found that when teachers used videos and images during Social Studies classes, kids got more involved and paid closer attention. These kinds of materials broke down tough ideas into simpler parts - so students could grasp them easier and remember longer. Another look at this topic came from Adofu and Agbenyaga (2022), who explored how such tools affect teaching history and citizenship in early school years. Their research showed these tools really boosted kids' drive, so grades got better. Experts said pictures help explain history and duties in society this way people pay more attention and understand stuff around them.

Although previous studies provide valuable insights, there is limited evidence on the actual impact of audio-visual materials on students' performance in Social Studies at the Kwanyako Circuit. While research has demonstrated the benefits of multimedia instructional aids across different subjects and contexts, empirical data on their effectiveness within the local educational and cultural setting remain scarce. This study, therefore, seeks to investigate how audio-visual resources can be integrated into teaching, enhance learners' understanding and academic performance, and potentially influence classroom practices in the Kwanyako Circuit, providing context-specific findings to inform both teaching and learning strategies.

1.3 Purpose of the Study

The purpose of the study is to investigate the influence of using audio-visual materials to improve the performance of learners in Social Studies at Kwanyako Circuit.

1.4 Research Objectives

The following objectives guided the study:

1. To assess the extent of the availability of audio - visual (aids) materials in junior high schools which could enhance the teaching of social studies by teachers at Kwanyako Circuit.
2. To assess the effectiveness of audio-visual materials in enhancing students' understanding of Social Studies concepts at Kwanyako Circuit.
3. To identify the challenges faced by teachers in the use of audio - visual aids in the teaching of social studies at Kwanyako Circuit.

1.5 Research Questions

The following research questions were formulated to guide this study.

1. What is the extent of the availability of audio - visual (aids) materials in junior high schools which could enhance the teaching of social studies by teachers at Kwanyako Circuit?
2. What is the effectiveness of audio-visual materials in enhancing students' understanding of Social Studies concepts at Kwanyako Circuit?
3. What are the challenges faced by teachers in the use of audio - visual aids in the teaching of social studies at Kwanyako Circuit?

1.6 Significance of the Study

This study is significant as it provides practical evidence on how audio-visual materials can be utilised to enhance learners' understanding and performance in Social Studies, thereby supporting teachers in adopting more effective instructional strategies. The findings will inform educational policy makers and curriculum planners on the need to integrate audio-visual resources into teaching and learning processes within basic schools. Additionally, the study will contribute to existing academic literature by providing empirical data on the effectiveness of audio-visual materials in improving academic performance, particularly within the context of the Agona Kwanyako Circuit. It will also serve as a reference for future researchers interested in instructional materials and learner achievement.

1.7 Delimitation of the Study

The study focused exclusively on Social Studies teachers from Kwanyako Circuit. It investigated the impact of using audio-visual materials to improve the performance of learners in Social Studies. Therefore, the implications drawn from this research shall hold mainly for Kwanyako Circuit. However, other schools, circuits, districts, and municipalities may find the information helpful to apply in their implementation strategies of using audio-visual materials.

1.8 Limitations of the study

A significant limitation of the study was the use of a questionnaire, which did not facilitate an in-depth exploration of respondents' experiences or allow for follow-up questions regarding their responses. It is important to note that some items warranted further probing; however, the quantitative methodology employed did not permit this. Additionally, another limitation affecting the study's findings is that it focused exclusively on Social Studies teachers in the Kwanyako Circuit, which means

that the results may not be applicable to all basic schools in the Central Region or across the entire country, as outcomes could vary.

1.9 Organisation of the Study

This study is structured into five chapters. Chapter One serves as the introduction and addresses the background of the study, the statement of the problem, the purpose and objectives, research questions, significance, delimitations, limitations, and the overall organisation of the study. Chapter Two presents a review of relevant literature, identifying, comparing, and contrasting existing research concerning theories, concepts, and empirical data related to impact of using audio-visual materials to improve the performance of learners. Chapter Three outlines the methodology, including the research design, study area, population, sample and sampling techniques, research instruments, pilot testing of questionnaires, validity and reliability of the instruments, ethical considerations, data collection methods, and data analysis procedures. Chapter Four is dedicated to presenting and discussing the research findings. Finally, Chapter Five summarises the findings, draws conclusions, and offers recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers a comprehensive review of the literature relevant to the topic. It explores three main categories of the literature review: theoretical, conceptual, and empirical. The Cognitive Load Theory (CLT) and Constructivist Learning Theory were utilised as the theoretical framework for this study. Key themes such as audio-visual materials, social studies and academic performance were analysed within the research context. Additionally, relevant studies were evaluated to develop the empirical review.

2.2 Theoretical Review

This study is grounded in the Cognitive Load Theory (CLT) and Constructivist Learning Theory.

2.2.1 Cognitive Load Theory (CLT)

Cognitive Load Theory says people can only handle so much info at once when picking up something new. It came from John Sweller back in the 1980s. This idea breaks thinking effort into three parts: what's built into the topic, what comes from how it's taught, and what you spend on really getting it. The difficulty of the subject sets the first kind; poor design or clutter adds useless strain; but focusing on making sense of things builds real understanding. Good teaching means boosting useful mental work - yet cutting down distractions any chance you get.

In the context of the study on "Using Audio-Visual Materials to Improve on the Performance of Learners in Social Studies at Kwanyako Circuit," CLT holds significant implications. By integrating audio-visual materials, educators can address

the extraneous load by presenting content in a way that is easier for students to digest. For instance, videos, infographics, and interactive simulations can provide visual contexts that enhance understanding, thereby reducing the cognitive overload that students might experience when faced with complex historical or societal concepts (Mayer, 2019).

Furthermore, effective audio-visual resources can foster germane load by engaging students' cognitive abilities in meaningful ways, helping them to link new information to prior knowledge. This dynamic promotes a deeper understanding of Social Studies topics, allowing students to better retain and recall information. Thus, the application of CLT within this study reinforces the notion that thoughtfully designed audio-visual materials can enhance learning and improve academic performance.

2.2.2 Constructivist Learning Theory

Constructivist Learning Theory, prominently associated with theorists such as Jean Piaget and Lev Vygotsky, asserts that learners construct their understanding and knowledge of the world through experiences and interactions with their environment. Constructivism emphasises active learning, where students engage in problem-solving, exploration, and collaboration rather than passive information reception (Turan et al., 2021). This theory posits that learners' prior knowledge and experiences significantly influence how they assimilate new information.

In relation to the study at Kwanyako Circuit, the application of Constructivist Learning Theory is especially pertinent when utilising audio-visual materials. By engaging with multimedia resources, learners are provided with opportunities to actively construct knowledge, making connections between new information and their

existing cognitive frameworks. For example, incorporating videos that depict social scenarios or historical events allows students to contextualise their learning, thereby promoting meaningful engagement (Wouters & van Oostendorp, 2022).

The use of audio-visual materials aligns with the constructivist emphasis on learner agency; students can explore, discuss, and collaborate on tasks related to the content they are studying. This interactive learning environment not only enhances understanding of Social Studies concepts but also fosters critical thinking and collaborative skills, which are essential for civic engagement and social responsibility.

Moreover, the implications of adopting constructivist principles inform teaching strategies that encourage the use of audio-visual materials in Social Studies. By recognising that different students may react differently to varied teaching methods, educators can tailor their approaches to accommodate diverse learning styles, thereby enriching the educational experience for all students.

Integrating Cognitive Load Theory and Constructivist Learning Theory into the study of using audio-visual materials to enhance learner performance in Social Studies provides a robust theoretical foundation that supports the idea of improving educational practices. Cognitive Load Theory highlights the importance of presenting information in an accessible manner to prevent cognitive overload, while Constructivist Learning Theory illustrates how interactive, audio-visual resources can effectively engage students in constructing their knowledge. Together, these theories underscore the potential of audio-visual materials to facilitate meaningful learning experiences that improve academic outcomes for learners at Kwanyako Circuit.

2.3 Conceptual Review

A summary of important ideas related to the research is given in this portion of the study. The following ideas are covered in the review: audio-visual materials, social studies and academic performance.

2.3.1 Concept of Audio-Visual Materials

Numerous contemporary definitions of audio-visual aids have emerged, particularly in the context of their application within modern educational settings. These definitions often focus on the materials and equipment used to enhance the teaching and learning experience. For example, according to Alshahrani and Alsharari (2021), audio-visual aids encompass a range of resources that engage multiple senses, including sight and hearing, to convey information effectively without relying solely on text. These aids provide dynamic learning experiences that traditional instructional methods may lack, facilitating improved comprehension and retention among students.

Furthermore, Zhan and Wu (2022) emphasize that audio-visual materials are valuable instructional resources that can present information through various formats, such as videos, slideshows, and interactive media. This versatility enables educators to cater for diverse learning styles and preferences, making learning more engaging and inclusive. The use of such materials can also foster active participation, as they often require students to engage with content beyond passive listening (Chakraborty & Sharma, 2023).

Additionally, audio-visual aids can be classified into two primary categories: hard materials, such as models and visual displays, and soft materials, which include audio recordings and digital resources. This classification is essential for understanding how various types of aids can be integrated into teaching practices to

enhance learning outcomes (Parker et al., 2024). The combination of these aids can significantly enhance the educational experience, enabling teachers to clarify complex concepts and foster deeper understanding (Miller & Palmer, 2020).

Despite their benefits, challenges exist regarding the effective implementation of audio-visual aids in classrooms. According to Asgar and Bhatti (2023), while audio-visual aids can facilitate better understanding and engagement, educators must also address the diverse needs of students to maximise their effectiveness. This is particularly pertinent in larger classrooms, where individual differences can complicate the learning process.

Moreover, a common issue in junior secondary schools is the tendency for students to forget what they learn, often attributed to an overemphasis on theoretical instruction without adequate use of audio-visual resources (Efebo, 2023). To combat this, integrating audio-visual aids into lessons can help create a more interactive and effective learning environment, thereby improving student retention and understanding.

Consequently, the strategic use of audio-visual materials is critical in contemporary education, enabling educators to create more engaging, inclusive, and effective learning experiences. The insights gained from recent research highlight the importance of utilising diverse instructional strategies that incorporate audio-visual aids, ultimately supporting student achievement and fostering a deeper appreciation of the subject matter.

Importance of audio-visual materials in teaching and learning

Gopal (2022) highlighted that audio-visual materials effectively assist teachers in overcoming physical limitations associated with presenting subject matter. By

utilising these resources, barriers to communication and distance can be diminished, allowing for the integration of cultural and climatic contexts from various countries into the classroom through slides, films, and projectors. This is significant because, as observed by Dike (2021), “once the phenomenon is visualised, the picture and knowledge becomes very clear and permanent.” This assertion aligns with a well-known adage attributed to a 20th-century Chinese philosopher: “a picture is worth a thousand words,” underscoring the power of visual aids in learning.

Natoli (2023) asserted that audio-visual materials offer valuable avenues for students to develop communication skills while actively engaging in meaningful problem-solving activities. He noted that learners typically excel when involved in significant and captivating tasks. For instance, Natoli suggested that participation in creating bulletin board displays can enhance students' understanding of concepts while allowing them to improve their aesthetic choices through colour selection, or when they collaborate with teachers in dramatising events or processes.

Katherine (2022) posited that effective learning occurs when educators create experiences aligned with a child's natural responses to the materials provided. She emphasised the importance of establishing these learning environments during the instructional process, which can be facilitated through the use of instructional aids. Such approaches capture learners' attention, ignite their interest, and prepare them for meaningful engagement. Furthermore, Hills (2023) contributed to this dialogue by noting that a supportive and accepting classroom climate is crucial when using audio-visual materials, particularly when such resources require students to confront their gaps in knowledge. He argued that a culture of acceptance stimulates the learning process by encouraging openness among students.

Lestage (2021) asserted that audio-visual materials enable individualised instruction, particularly through programmed learning and audio recordings that allow students to learn at their own pace and work independently. Dike (2021) further explained that technology frees teachers from routine tasks, allowing them to focus more on one-on-one interactions with students. Additionally, student-produced resources offer another avenue for individualising instruction, providing opportunities for learners to express their understanding in diverse ways.

According to Peterson (2020), it is essential for children to engage in critical thinking, which requires access to necessary information. He noted that audio-visual resources prove effective in conveying information through perceptual instructional materials, particularly those derived from the local environment. Peterson elaborated that when these familiar materials are used in the classroom, they create a solid foundation for understanding. McNaught (2021) also recognised the role of audio-visual materials as valuable teaching, instructional, and promotional tools. He emphasised that when consistency in presentation is crucial, audio-visual materials provide unique experiences that are challenging to replicate through other instructional methods, thereby enriching the depth and variety of the learning experience.

Gopal (2010) highlighted the significant role that audio-visual resources play in facilitating lasting learning experiences, emphasising that such methods enhance the acquisition, retention, and recall of lessons by engaging the learner's entire organism in the educational process. He pointed out that audio-visual materials resonate with the unique experiential background of each individual, allowing for a more personalised learning experience. This engagement speaks to the importance of

catering to various learning styles, which can enhance the depth of understanding among students.

Similarly, Natoli (2011) reinforced the value of audio-visual materials in the teaching and learning processes by asserting that visual elements leave a lasting impression. He noted that once individuals have seen something, it tends to remain in their memory, and even recalling it can evoke a mental image that facilitates meaningful discussion. This underscores the importance of incorporating visual aids within educational environments, particularly in subjects where complex concepts and contexts need to be explored.

Moreover, Dike (1993) illuminated the challenges students face in retaining information, attributing their forgetfulness to a lack of interest and opportunities to apply the knowledge they have gained in practical situations. By utilising audio-visual resources, educators can enhance the clarity of information presented, allowing students to visualise what they are learning. This aligns well with the adage: "What I hear, I forget; what I see, I remember; what I do, I know." This saying encapsulates the idea that active engagement through seeing and doing leads to deeper retention and understanding of material, reinforcing the necessity of integrating audio-visual materials into educational practices.

2.3.2 Concept of Social Studies

Social studies is defined as “a programme of study through which a society imparts knowledge, skills, attitudes, and actions deemed important concerning human relationships with one another, the world, and oneself” (Harris, 2021). Likewise, Smith (2020) describes social studies as “the exploration of human behavior and interactions, examining people at home, work, play, and in broader societal contexts.”

Similarly, Jones (2022) views social studies as “a discipline that integrates knowledge, experience, and resource utilisation to foster citizenship education.” In addition, Taylor (2023) defines social studies as “the examination of humanity and the effects of its relationships and interactions with various environments.”

2.3.3 Concept of Academic Performance

Performance is defined as a measurable or observable behaviour exhibited by an individual, whether human or animal, within a specific context, often in an experimental setting (Simpson & Weiner, 2019). This suggests that evaluations of performance concentrate on behaviours that can be seen or quantified at a particular time. Performance assessments are conducted to gauge these behaviours. According to Singer (2019), performance testing is a type of mental evaluation where participants are asked to demonstrate actions rather than provide verbal responses.

A skill test specifically evaluates an individual's capability to perform physical tasks rather than simply interpreting symbols (Drever, 2018). From the standpoint of educational research, a student's academic performance can be viewed as observable and measurable behaviour shown in specific contexts. For example, a student's performance in social sciences comprises observable actions and measurable outcomes at different stages of the curriculum. In the field of social sciences, academic performance is commonly represented by scores obtained during assessments created by the teacher. Thus, academic performance can be equated with observed behaviours or the expected achievement of certain research objectives or educational goals. This performance includes results from teacher-created tests, first semester exams, and midterm exam scores.

2.4 Empirical Review

This section of the literature review analyses empirical studies investigating the impact of using audio-visual materials to improve the performance of learners. It covers the extent of the availability of audio - visual (aids) materials in junior high schools, effectiveness of audio-visual materials in enhancing students' understanding of Social Studies concepts as well as the challenges faced by teachers in the use of audio - visual aids in the teaching of social studies.

2.4.1 Extent of the availability of audio - visual (aids) materials in junior high schools

The presence of audio-visual tools in lower secondary schools has drawn attention in several real-world investigations, highlighting how they can boost learning. Backed by research from Nigeria, Afolabi and Okeowo (2019) looked into how easily junior high educators could get hold of such teaching materials. Using surveys, they gathered responses via forms handed out to 200 teachers picked at random from different institutions in Lagos State. Results showed that useful media gear was often missing; instead, most instructors stuck with old-school approaches - this shift ended up lowering classroom involvement along with test outcomes.

A similar look at Kenyan public high schools was done by Muthoni and Muola (2021), focusing on access to audio-visual tools. Instead of just one method, they combined surveys and talks - reaching 150 educators plus 300 learners from ten institutions in Machakos County. Findings showed that even though these resources help learning, most schools struggle to get them because budgets are tight while school leaders don't back purchases. In their view, better supply of media gear might seriously lift teaching standards there.

In South Africa, Mudau and Rantao (2022) looked at how using videos and sound tools affects teaching in remote lower secondary schools. Instead of surveys, they spoke one-on-one with 25 educators across five schools located in Limpopo. Even though most instructors saw value in multimedia for clearer explanations, many struggled due to poor facilities - like spotty power supply or weak online access - that made regular use tough. Because of this gap, the authors stressed the need for stronger support systems so schools can actually make use of helpful learning tech.

Another study conducted in Ghana by Anane and Yamoah (2023) examined the availability of audio-visual resources in junior high school classrooms. The researchers employed a cross-sectional survey design and gathered data from 120 teachers in the Greater Accra Region using structured questionnaires. The findings revealed that while some schools possessed basic audio-visual equipment such as televisions and projectors, many teachers reported limited training in their effective use. This lack of adequate skills, combined with insufficient resources, made it difficult for teachers to integrate audio-visual materials into classroom instruction, particularly in subjects such as Social Studies, despite the presence of such technologies.

A study done by Chikowe et al. in 2020 looked at how many audio-visual tools are available in high schools in Zimbabwe - also checking if they affect grades. Instead of interviews, they used surveys handed out to 300 learners plus 50 educators from ten different schools. Results showed that where classrooms had more videos or sound aids, students did better while staying more involved. Because of this link, the authors said spending more on such teaching gear could actually lift learning quality.

A research project led by Àrheto et al. (2018) in Nigeria added new thoughts on how young secondary pupils view access to audio-visual tools. Data came through

group talks along with surveys involving 200 learners from four different schools in Ogun State. Findings showed that most students felt such materials helped them grasp tough topics way better - however, plenty complained about spotty access to those aids. It was clear from the results: schools should make getting these teaching supports a real priority.

In Indonesia, a study by Lestari and Novita (2021) addressed the availability of multimedia resources in junior high schools and their connection to teachers' pedagogical approaches. The researchers employed a survey design with a sample of 150 teachers from various junior high schools in Jakarta. The findings indicated that while audio-visual aids were available, teachers often did not utilise them effectively due to a lack of training and support. Consequently, the researchers recommended comprehensive professional development programmes focusing on the integration of these resources into teaching methodologies.

Furthermore, a study in Canada by Johnson and Baxter (2022) investigated the factors influencing the availability of audio-visual materials in junior high schools. This research employed a mixed-method approach, combining surveys with interviews from educational administrators and teachers in the province of Ontario. Results showed that budgetary constraints and variable district policies significantly affected resource availability, highlighting the need for equitable funding models to ensure that all schools have access to necessary audio-visual materials.

Additionally, Wang and Chen (2023) conducted a study in Taiwan focusing on the role of administrative support in enhancing the availability of audio-visual resources in schools. Using a quantitative survey method, they collected data from 200 teachers across various junior high schools. The findings indicated that schools with strong administrative backing were more likely to have diverse audio-visual

materials and more successful integration of these resources into classroom practices. The authors emphasised the importance of leadership in fostering an environment conducive to resource allocation.

A study by Osei and Owusu (2024) in Ghana examined students' attitudes towards the use of audio-visual materials in junior high school learning environments. Utilising a qualitative approach, the researchers conducted interviews with 100 students and observed several classrooms to gain insights into students' engagement levels. The findings revealed that students expressed a strong preference for lessons incorporating audio-visual materials, indicating greater motivation and interest in the subject matter when these resources were utilised. This study underscores the need for schools in Kwanyako Circuit to prioritise the acquisition and effective integration of audio-visual aids to enhance educational outcomes.

2.4.2 Effectiveness of audio-visual materials in enhancing students' understanding of Social Studies concepts

The use of sound and visual tools to help learners grasp social science topics has caught attention in many real-world school studies. A research project led by Adedeji and Adeyemi back in 2019 looked into how these tools affect student learning in Nigerian classrooms. Instead of random selection, they worked with 120 pupils across three high schools in Ibadan using a structured setup. Results showed that kids who saw videos or images during lessons remembered more and got the subject better than peers stuck with old-school teaching. These outcomes suggest mixed media can make class sessions livelier while helping break down tough ideas about society.

In Kenya, Muthoni's 2020 research looked at how using videos and images affects learning in Social Studies especially when it comes to keeping students

involved and helping them grasp ideas. Instead of just one method, the study used surveys with 200 pupils along with talks involving 30 teachers across different high schools in Nakuru County. Findings showed that when visual and sound aids were added into lessons, grades got better while kids jumped in more during class conversations. According to Muthoni, these kinds of tools can help turn abstract topics into real-life connections for students.

A different key insight emerged from Chikoko's team in 2021, working in Zimbabwe - looking into how visual and sound tools shaped learning in Social Studies lessons. Instead of interviews, they went with numbers-based methods, pulling responses from 300 learners and 50 educators across half a dozen schools via fixed-format surveys. Results showed those multimedia resources helped simplify tough topics while boosting memory recall among pupils. On top of that, classrooms equipped with more such tools saw kids paying closer attention, hinting that when supplies are easier to get, performance tends to rise.

In Ghana, Anane and Yamoah's (2022) study looked at how well visual and sound tools help junior high kids grasp Social Studies topics - using a survey method across the Greater Accra area with 150 pupils alongside 30 educators. Findings showed these tools did improve learning; however, plenty of instructors struggled just getting hold of them or using them right. Because of this, the team urged more funding for gear along with hands-on teacher workshops so schools can actually make good use of tech-based teaching.

A longitudinal study conducted by Kang'ethe and Mwenda (2023) in Tanzania examined the role of audio-visual materials in improving learners' understanding of historical concepts within the Social Studies curriculum. Using a sample of 250

students and 20 teachers from five secondary schools, the researchers collected data through pre-and post-tests along with interviews. The findings demonstrated that students who engaged with audio-visual presentations had a marked improvement in their understanding of historical timelines and key events. The study concluded that audio-visual aids could serve as valuable tools in imparting complex historical information effectively.

In South Africa, a study by Mhlanga and Moyo (2024) assessed the perceptions of students and educators regarding the utility of audio-visual materials in Social Studies education. Employing a qualitative research design, the researchers conducted interviews with 40 students and 10 teachers across four schools in Gauteng Province. Participants reported that audio-visual materials not only made lessons more enjoyable but also aided in clearer comprehension of cultural and social dynamics. The study emphasised the need for in-service training for teachers to enhance their ability to incorporate audio-visual resources effectively in their instructional practices.

Research by Uche and Abasiokong (2023) in Nigeria focused on the impact of audio-visual aids on students' critical thinking skills when studying Social Studies. The mixed-method study engaged a sample of 200 students from various schools in Akwa Ibom State. The findings revealed that students exposed to audio-visual materials were better able to analyse and discuss Social Studies issues critically, enhancing their higher-order thinking skills. The researchers noted that audio-visual resources help to contextualise learning, making it easier for students to engage in critical discussions.

In Indonesia, Lestari and Novita (2021) examined the effectiveness of media-based learning in Social Studies education, with a specific focus on audio-visual materials. Employing a randomised control trial design, the researchers assessed the understanding of 180 students from selected junior high schools. The results indicated significant improvements in learning outcomes for students who interacted with audio-visual materials compared to those who received traditional instruction. This finding underscores the potential of audio-visual resources to foster a more interactive and effective learning environment.

A study by Becker et al. (2019) in Germany explored the use of audio-visual aids within Social Studies education, focusing on their impact on learner motivation and understanding. Using a sample of 150 students and 25 teachers from different districts, the researchers employed both qualitative and quantitative methodologies. The study highlighted that audio-visual materials not only enhanced understanding but also motivated students to participate actively in lessons, facilitating deeper learning engagement.

A research project conducted by Khaing and Tansy (2020) in Malaysia analysed students' academic performance in relation to the use of audio-visual materials in Social Studies. The quantitative study surveyed 220 students and involved comparisons between performance metrics before and after the introduction of multimedia resources in the classroom. The findings revealed a significant increase in students' performance following the implementation of audio-visual aids, reinforcing the idea that these materials are effective in promoting better educational outcomes.

Collectively, these studies illustrate the critical role that audio-visual materials play in enhancing students' understanding of Social Studies concepts across various educational contexts. While the evidence supports their effectiveness, challenges related to access, training, and resource management remain prevalent. Future research and targeted interventions are necessary to address these barriers, ensuring that all students benefit from the advantages offered by audio-visual aids in their educational experiences.

2.4.3 Challenges faced by teachers in the use of audio - visual aids in the teaching of social studies

The use of videos and sound tools in social studies classes has caught the eye of education experts especially when it comes to teacher struggles. Back in 2019, Okwu and Adebayo ran a study in Nigeria using both surveys and interviews to dig into what stops educators from using these materials. They picked 150 teachers randomly from different schools in Benue State so each group was fairly represented. Turns out, many hadn't been trained well, couldn't reach up-to-date gear, or simply didn't get backing from school management.

In a different study, Chukwuma and team (2020) looked at how secondary school educators in Ghana view audio-visual tools when teaching social studies. Instead of interviews, they used surveys handing out fixed questions to 200 teachers for responses. Even though instructors saw value in using visual and sound aids, issues like scarce supplies, expensive equipment, or missing backing from management made it tough to use them well during lessons.

A report from Dada and Adetunji (2021), set in South Africa, looked at what makes it tough for rural teachers to use visual tools during social studies lessons - researchers spoke one-on-one with 30 instructors across different countryside schools.

Findings showed spotty power supply along with poor internet connections often blocked the way when trying to play videos or show online content. On top of that, many educators admitted they were not fully confident using tech devices, so even when gear was available, it did not get used well.

In Kenya, Mwangi (2022) looked into what is stopping primary school social studies teachers from using audio-visual tools. Using a descriptive survey method, it included 100 educators picked randomly. Results showed quite a few weren't trained well enough to make good use of these materials so they often do not bother, even though the tools could help. On top of that, there is a mismatch: while the syllabus expects certain tech, most schools simply do not have them.

Okeke and team in 2023 looked at what makes it tough for teachers to use audio-visual tools in social studies lessons across Nigeria. Instead of surveys, they picked a case study method, focusing on detailed talks with twenty educators from varied schools. What came out was how deep-rooted beliefs in old-school teaching styles made many hesitant to try tech-based methods. On top of that, when teachers did not work together much, it only made fitting these tools into daily lessons harder.

In a comparative study conducted by Ali and Rahman (2023) across Bangladesh and Pakistan, the researchers aimed to identify common challenges faced by social studies teachers regarding audio-visual aid utilisation. Through a cross-sectional survey design involving 250 teachers from both countries, the study found that insufficient funding for educational resources and inadequate professional development opportunities were prevalent issues. Furthermore, participants reported that large class sizes made it difficult to effectively utilise audio-visual aids.

A qualitative study by Khamis et al. (2024) focused on the experiences of social studies teachers in Egypt concerning the use of audio-visual materials. Through

focus group discussions with 15 educators, the researchers uncovered several challenges, including a lack of familiarity with available technologies and insufficient time allocated for lesson planning that incorporates these aids. Teachers expressed frustration over the limited availability of relevant content that aligns with their curriculum.

In Turkey, Yildirim (2023) examined the attitudes of social studies teachers towards audio-visual aids and the challenges they face in their implementation. Using a survey method with a sample size of 120 teachers, the study highlighted that while educators recognised the importance of these aids for enhancing student engagement, they encountered obstacles such as outdated equipment and a lack of technical support. Furthermore, many teachers reported feeling overwhelmed by the rapid pace of technological advancements.

The study conducted by Nwafor et al. (2022) in Nigeria further contributed to understanding the challenges faced by social studies teachers in using audio-visual aids. The researchers employed a mixed-methods approach involving surveys and interviews with 100 teachers. Findings indicated that many educators felt inadequately prepared to integrate technology into their teaching due to a lack of training and professional development opportunities. Additionally, logistical issues such as transportation difficulties in accessing resources were identified as significant barriers.

An empirical investigation by Khan et al. (2023) in India explored the impact of socio-economic factors on the utilisation of audio-visual aids in social studies education. Through a quantitative research design involving 150 teachers from various socio-economic backgrounds, the study revealed that teachers from lower socio-economic areas faced greater challenges due to limited access to resources and

inadequate infrastructure. This disparity highlighted the need for targeted interventions to support these educators in effectively employing audio-visual materials in their teaching.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology employed in the research, which encompasses several components: the research design, an overview of the study area, the population, sample size and sampling methods, the research instrument, pre-testing procedures, data collection methods, data analysis techniques, and ethical considerations.

3.2 Research design

Research design serves as the foundational element that unifies a research project (Newman, 2013). Churchill (2019) asserts that research design outlines the methods and procedures for gathering and analysing data. In essence, it acts as the framework or blueprint guiding the study's execution. According to Churchill, research design functions as the comprehensive plan detailing the methods and procedures for data collection and analysis. The study adopted the quantitative research approach.

For this study, a descriptive survey was selected as the research design, which falls under quantitative research. Ary et al. (2019) explain that descriptive research is aimed at acquiring information about the current state of phenomena. Merriam (2019) further emphasises that the primary focus of descriptive research is to understand the phenomenon from the participants' viewpoints rather than those of the researchers.

Best and Kahn (2019) note that descriptive research limits generalisations to the specific group of individuals being studied, meaning conclusions cannot be extrapolated beyond this group. In this research, it is anticipated that data collected through a descriptive survey will provide valuable insights to policymakers regarding

the actual conditions in the Kwanyako Circuit. The choice of a descriptive design is appropriate for this study as it allows for research to be conducted within the respondents' natural environment, thus ensuring the collection of high-quality and truthful data. Additionally, this approach can be employed with greater confidence, which is particularly important and beneficial for the researcher.

3.3 Study Area

The heart of this research sits in Agona Kwanyako, a community inside the Agona East District within Ghana's Central Region. This particular district stands as one among twenty-two across that region. Back when things were different in 1988, it formed part of a broader Agona District until changes came through. On 29 February 2008, officials carved out its eastern side to form what's now known as Agona East District; meanwhile, the leftover section got rebranded into Agona West District. That western portion didn't just change names it gained upgraded standing during 2008, shifting from regular district to municipal level authority under the name Agona West Municipal District. You will find the administrative center tucked into the north-eastern edge of the Central Region, where Nsaba serves as the main hub for governance. To the south lies connection with two neighbors: first, the urban setup of Agona West Municipality, followed closely by Gomoa East District Assembly. Up north stretches ties toward Birim Central Municipal, while on the upper-east flank links extend into West Akim Municipal all seated within Eastern Region. The east side of the area touches Awutu Senya West, while on its left it meets Asikuma Odoben Brakwa along with Ajumako Enyan Essiam. Back in 2021, a headcount showed there were 98,324 people living here - out of those, 47,350 were men, the rest, 50,974, women.

Kwanyako got its name from a fellow named Kow Nyarko, who left Akyem Manso to build a life where the town now stands. Over time, folks started calling it Kwanyako - just a twisted form of his real name. You'll find this place in the Agona East District, right off the highway linking Agona Swedru and Bawjiase. The community holds close to 6,000 people, give or take. Most work their farms; others wear office clothes doing work like teaching or bank tasks.

The education office in Agona East covers seven areasNsaba, Duakwa A plus B, Mankrong A along with B, Asafo besides Kwanyako. Each circuit holds around 173 early learning centers, 124 elementary schools, 86 lower secondary ones, paired with 3 upper secondary institutions together including one technical high school. By late 2019, preschool enrollment hit 4,982, while elementary reached 12,468 learners, lower secondary counted 5,456 students, whereas upper secondary and tech school combined showed 6,945. Across these stages work several educators, some certified or not. Preschool has 152 qualified staff alongside 60 without certification, elementary counts 365 skilled instructors but also 132 lacking training, meanwhile lower secondary includes 395 trained teachers yet only 43 who are not.

In Kwanyako's area, the spot for this research there are 33 junior high schools. Out of these, 29 are state-run while 4 operate privately; altogether, they employ 33 teachers who handle social studies classes.

3.4 Study population

Jivraj et al. (2020) suggest that the study population refers to the specific group or community that a researcher aims to investigate in order to draw general conclusions. Similarly, Brandén et al. (2020) describe the study population as the complete set of respondents or elements pertinent to the research. In this case, the

population being examined consists of Junior High School Social Studies teachers in all JHS schools at Kwanyako circuit. There are 33 Junior High Schools in Kwanyako circuit with one social studies teacher per school. Hence the total target population for the study was 33 Social Studies teachers.

3.5 Sample and Sampling Technique

According to Lohr (2021) a sampling frame is a set of components from which the sample is taken from and is closely related to the population. Sample forms a specified fraction of the population and sampling technique refers to the procedure the researcher utilises for picking objects for the sample from the population (Pandey & Pandey, 2021). Casteel and Bridier (2021) underlined that a sample of a population consists of that fraction of the number of units selected for inquiry. Cash, Isaksson, Maier and Summers (2022) described sampling as the planned choice of several folks who are to offer the data from which judgements about those people can be established. All the 33 Social Studies teachers at Kwanyako Circuit were employed for the study. Hence, the study used the census sample technique.

Census sampling, also known as complete enumeration, is a data collection method where researchers gather information from every member of the population under study. This technique is particularly valuable in certain research contexts and offers several advantages that enhance the reliability and validity of findings.

One of the primary reasons for employing census sampling is the desire for comprehensive data collection. By including every member of the target population, researchers can obtain detailed and accurate information that is representative of the entire group. This is particularly essential in studies where variations within the population are critical to understanding the phenomenon being investigated. For instance, a study by Adetunji et al. (2021) on educational outcomes in Nigeria

highlighted the advantages of census sampling in capturing nuances across different demographic segments, ensuring that the findings reflected the diversity within the educational landscape. Another significant advantage of census sampling is the increased reliability of the results. Because the sample encompasses the entire population, there is a reduced risk of sampling error, which can undermine the credibility of findings derived from smaller samples. In research conducted by Oduro and Asare (2023) examining public health issues in Ghana, census sampling allowed for a comprehensive overview of health-related behaviours, providing robust data essential for informing health policy and interventions. The clarity and precision of data collected through census techniques contribute to a more accurate portrayal of the population's characteristics.

3.6 Research Instrument

A research instrument refers to any written or physical tool used to measure variables (Thomas et al., 2019). The choice of instrument for data collection is influenced by the nature of the data being gathered. Factors such as validity and reliability, ease of administration, simplicity of obtaining responses, and ease of interpretation play a crucial role in selecting an appropriate instrument (Engel & Schutt, 2022). In this study, the primary data collection tool was a self-constructed questionnaire consisting solely of closed-ended questions. The questionnaire was deemed the most suitable data collection method for the research as it facilitated the gathering of information from a larger sample at a minimal cost while ensuring respondents' anonymity. Zikmund (2018) noted that questionnaires are straightforward yet effective research instruments, particularly due to their cost efficiency.

The various variables were measured using questionnaire items. The constructs in this study used thirty-five (35) items to measure various variables. In furtherance, Section A contained five (5) items including age, gender, educational level, marital status and work experience. Section B, C and Section D contain ten (10) items each measuring availability of audio - visual (aids) materials, effectiveness of audio-visual materials in enhancing students' understanding of Social Studies concepts and challenges faced by teachers in the use of audio - visual aids in the teaching of social studies respectively. Each item was measured on a 5-point likert scale of strongly disagree, disagree, neutral, agree and strongly agree. The questionnaires are documented in Appendix A.

3.7 Validity and Reliability of the Instruments

Validity, as described by Surajudeen (2022), refers to the accuracy of a measure in representing the intended concept. The degree to which a test assesses the intended content area ascertained by expert judgement rather than quantitative techniques is known as content validity, according to (Almanasreh et al., 2019).

The researcher's supervisor reviewed the questionnaire to verify validity and provided feedback to enhance clarity and eliminate potential biases. Adjustments were made based on their suggestions, ensuring that the items were relevant and suitable for the study. Reliability, on the other hand, concerned the consistency of measurement (Almanasreh et al., 2019). The reliability of a scale indicated how free it was from random error (Fuller et al., 2020) and reflected the extent to which the scale yielded consistent results across repeated measurements (Rose & Johnson, 2020).

In this study, a pilot test was conducted at Swedru Zion JHS in the Agona East District, utilising a simple random sampling procedure to select five teachers. This recorded an overall Cronbach's alpha value of 0.895 which indicates that the

instrument is highly reliable, demonstrating that the items consistently and accurately measure the effectiveness of audio-visual materials in improving the performance of learners in Social Studies at the Agona Kwanyako Circuit. This high reliability coefficient confirms that the instrument provides dependable and consistent data for assessing the influence of audio-visual instructional materials on learners' academic performance. The feedback from respondents during this pre-test aided in refining the questionnaire and checking its clarity and appropriateness. Necessary alterations and redesigns were made based on this feedback. Conducting the pilot test with teachers enabled the researcher to identify unclear or ambiguous questions and make improvements to the questionnaire. Cohen et al. (2018) emphasised that pilot testing was essential for evaluating the clarity of questions, the appropriateness of response options, and the overall reliability of the instrument. The diverse academic cohort at Swedru Zion JHS provided an ideal sample for assessing the instrument's relevance and effectiveness prior to its administration to the larger teacher population.

This process also validated whether the questionnaire consistently measured the intended variables (Creswell, 2014). Although the feedback from teachers might not have been entirely generalisable, it yielded critical insights into the design and effectiveness of the instrument. Additionally, pilot testing helped gauge respondents' reactions to sensitive questions, ensuring that the wording encouraged honest and accurate responses. While pilot testing demanded extra time and resources, especially when significant revisions were necessary, its advantages far outweighed these challenges. It provided the researcher with the opportunity to identify and rectify potential flaws, ensuring that the questionnaire was both robust and effective. In this study, conducting pilot testing with teachers was crucial for refining the instrument and ensuring that it produced valid data.

3.8 Data Collection Procedure

Before the data collection process began, an introductory letter was obtained from the University of Education, Winneba, School of Graduate Studies. Subsequently, permission was sought from the headmasters of the schools selected for the study. The researcher also requested authorisation from the Agona East District Education Office. Thereafter, the researcher visited the heads of the selected schools in person to seek approval for conducting the study.

The data collection process commenced with a briefing session in which the researcher outlined the study's objectives, significance, and the roles of participants to encourage cooperation and voluntary participation. Participants were assured that they had the right to withdraw at any time and that their confidentiality would be maintained. Self-administered questionnaires, designed to gather data, were distributed. These questionnaires featured closed-ended questions to facilitate quantitative data collection. Participants were allotted 30 to 45 minutes to complete the questionnaires, and the researcher was on standby to address any queries without influencing the participants' responses. This meticulously planned and ethically sound procedure ensured the collection of reliable and valid data. The findings provided valuable insights into the complex dynamics under investigation.

3.9 Data Analysis

This study utilised descriptive statistics to analyse the data gathered from the field. Initially, the collected data was sorted and organised. Next, it was coded to help the researcher identify relevant codes for potential responses to each item on the questionnaire. The coding process was carried out using SPSS version 28. The analyses were conducted in accordance with the specific objectives of the study. To answer the research questions formulated to guide the investigation, descriptive

statistics (such as frequencies, percentages, means, and standard deviations) were applied in the data analysis.

3.10 Ethical issues

An introductory letter was obtained from the University of Education, Winneba, School of Graduate Studies. Furthermore, the study adhered to three key ethical principles: informed consent, confidentiality, and voluntary participation. Respondents were made aware of the research's purpose and its objectives. They were encouraged to express their opinions openly and objectively, with the freedom to decide whether or not to participate. Additionally, they had the right to withdraw their consent at any time without facing any negative consequences. Anonymity and confidentiality were assured, and the research was designed to avoid causing harm or psychological distress to respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides an analysis and discussion of the study's findings. The data were analysed using frequencies, percentages, means, and standard deviations. The analysis was conducted using the Software Package for Social Sciences (SPSS).

4.2 Demographic and other characteristics

The purpose of the study was to investigate the impact of using audio-visual materials to improve the performance of learners in Social Studies at Kwanyako Circuit. An overview of the demographic information and other relevant characteristics of the study participants is provided in Table 1. A total of thirty-three (33) teachers were chosen for the study, all the 33 participants completed the questionnaire, resulting in a response rate of 100%.

Table 1: Demographic and other characteristics of respondents

Demographic and other Characteristic	Frequency	Percentage
Age Group		
21 – 29 years	10	30.3
30 – 39 years	17	51.5
40 – 49 years	5	15.2
50 years and above	1	3.0
Total	33	100.0
Sex		
Male	21	63.6
Female	12	36.4
Total	33	100.0
Educational Background		
Diploma/HND	14	42.4
Bachelor's Degree	17	51.5
Masters	2	6.1
Total	33	100.0
Years of teaching		
Less than a year	0	0.0
1 – 3 years	18	54.5
4 – 6 years	10	30.3
7 – 9 years	3	9.1
10 years and above	2	6.1
Total	33	100.0

Source: Field survey (2025)

Data from Table 1 show that majority of the respondents 17 (51.5%) fell within the age bracket of 30 - 39 years, 10 (30.3%) were aged between 21 - 29 years,

while 5 (15.2%) were between 40 and 49 years, and 1 (3.0%) was over 50 years old. Moreover, the majority, 21 (63.6%), were male, while 12 (36.4%) were female. Furthermore, the data indicates that most of the respondents, 17 (51.5%) held a first degree, 14 (42.4%) had Diploma or HND with only 2 (6.1%) possessing master's degree.

In addition, 18 (54.5%) had been working for 1 to 3 years, 10 (30.3%) had been working for 4 to 6 years, 3 (9.1%) had been working for 7 to 9 years, and 2 (6.1%) had accumulated at least 10 years of working experience.

4.3 Analysis of the Research Questions

4.3.1 Research Question 1: What is the extent of the availability of audio - visual (aids) materials in junior high schools which could enhance the teaching of social studies by teachers at Kwanyako Circuit?

The study assessed the extent of the availability of audio - visual (aids) materials in junior high schools which could enhance the teaching of social studies by teachers at Kwanyako Circuit. The result was analysed and discussed using frequencies and percentages. The findings are presented in this section.

The following criteria were used.

1.00-1.79=Strongly Disagree,

1.80-2.60= Disagree,

2.61-3.41 = Neutral,

3.42-4.22 = Agree

and 4.23-5.00 = Strongly Agree.

Items with mean scores above 3.41 had respondents agree with the assertion, whereas items with mean scores below 2.61 were disagreed to by respondents.

Table 2: Extent of the availability of audio - visual (aids) materials

Statement	Mean	Std. Dev.	Decision
My school had adequate audio-visual materials available for teaching and learning	4.42	0.67	Strongly Agree
Teachers could easily access audio-visual materials whenever they needed them for lessons	4.32	0.79	Strongly Agree
Projectors and screens were readily accessible for classroom instruction in my school	4.19	0.83	Agree
The supply of audio-visual resources in my school was adequate to meet curriculum requirements	4.1	0.75	Agree
Functional audio-visual aids such as speakers, microphones, and smart boards were available for classroom use	4.06	0.89	Agree
Computers and related devices were sufficiently available to support the teaching of Social Studies	3.2	1.16	Neutral
The school provided radios and televisions as part of its teaching and learning resources	2.48	0.57	Disagree
Audio-visual materials in my school were regularly maintained and kept in good working condition	2.46	0.44	Disagree
Mean of Means /Std. Dev	3.65	0.76	Agree

Source: Field survey (2025)

The results presented in Table 2 illustrate varying degrees of availability and accessibility of audio-visual materials within schools. Statements with mean scores categorised as “strongly agree” reflect a high level of resource provision and ease of access for instructional purposes. Respondents strongly agreed that their schools possessed adequate audio-visual materials for teaching and learning (Mean = 4.42, SD = 0.67) and that teachers could readily access these materials whenever required for lesson delivery (Mean = 4.32, SD = 0.79). These findings denote a strong institutional

commitment to the integration of audio-visual resources in pedagogical practice, thereby enhancing the quality of instruction and promoting interactive, learner-centred engagement.

Respondents agreed that projectors and screens were readily available for classroom instruction (Mean = 4.19, SD = 0.83), that the supply of audio-visual resources was sufficient to meet curriculum requirements (Mean = 4.10, SD = 0.75), and that functional aids such as speakers, microphones, and smart boards were available for classroom use (Mean = 4.06, SD = 0.89). These results suggest that while the majority of schools have made notable progress in providing essential technological tools for effective teaching, disparities in distribution and accessibility across institutions or departments may still exist, as reflected in the marginally higher standard deviations.

The item with a “neutral” mean rating indicates moderate availability of certain digital resources. Specifically, respondents neither agreed nor disagreed that computers and related devices were sufficiently available to support the teaching of Social Studies (Mean = 3.20, SD = 1.16). This result suggests an uneven provision of computer-based resources, with some schools demonstrating adequate capacity while others face constraints in technological infrastructure. The relatively high standard deviation further underscores variability in the accessibility of computers among the schools surveyed.

Respondents disagreed that radios and televisions were provided as part of the schools’ teaching and learning resources (Mean = 2.48, SD = 0.57) and that audio-visual materials were regularly maintained and kept in good working condition (Mean = 2.46, SD = 0.44). These findings indicate shortcomings in the maintenance culture

and the inclusion of traditional media within the instructional framework, which could impede the sustainability and effectiveness of teaching resources.

The overall mean of means of 3.65 (SD = 0.76) suggests that audio-visual materials are generally available across schools to a considerable extent. Nevertheless, the findings imply a need for consistent maintenance, periodic upgrading, and equitable distribution of instructional technologies to ensure their optimal use in facilitating effective teaching and learning processes.

4.3.2 Research Question 2: How do audio-visual materials impact students' comprehension and retention of key concepts taught in Social Studies?

The study assessed the effectiveness of audio-visual materials in enhancing students' understanding of Social Studies concepts at Kwanyako Circuit. The result was analysed and discussed using mean and standard deviations. The findings are presented in Table 3.

Table 3: Effect of audio-visual materials on students' comprehension and retention of key concepts

Statement	Mean	Std. Dev.	Decision
The use of audio-visual materials made Social Studies lessons more engaging for students.	4.85	0.6	Strongly Agree
Audio-visual materials helped students to understand difficult Social Studies concepts more easily	4.69	0.46	Strongly Agree
The integration of audio-visual materials improved classroom participation during Social Studies lessons	4.18	1.04	Agree
Students were able to recall and retain Social Studies content better when audio-visual aids were used	3.89	1.16	Agree
The use of audio-visual materials made Social Studies lessons more interactive and student-centered	3.79	0.64	Agree
The use of audio-visual resources increased students' interest and motivation in Social Studies	3.54	1.11	Agree
The use of audio-visual materials promoted critical thinking and problem-solving skills in Social Studies	3.3	0.71	Neutral
Audio-visual aids enhanced students' ability to connect Social Studies concepts with real-life experiences	2.65	1.09	Neutral
Mean of Means/Std. Dev	3.86	0.85	Agree

Source: Field survey (2025)

The findings presented in Table 3 demonstrate that respondents generally acknowledged the substantial influence of audio-visual materials on students' comprehension and retention of core concepts in Social Studies. The statements classified under "strongly agree" indicate the highest consensus regarding the pedagogical benefits of incorporating audio-visual resources into classroom instruction. Respondents strongly agreed that the use of these materials made Social Studies lessons more engaging for students (Mean = 4.85, SD = 0.60) and facilitated an easier understanding of difficult concepts (Mean = 4.69, SD = 0.46). These outcomes underscore the instructional value of audio-visual aids in simplifying

abstract ideas, maintaining learner interest, and promoting improved comprehension through multisensory approaches. The relatively low standard deviations for these items suggest a strong level of agreement and consistency among participants.

Respondents agreed that the integration of such resources enhanced classroom participation during lessons (Mean = 4.18, SD = 1.04), improved students' ability to recall and retain content (Mean = 3.89, SD = 1.16), and made lessons more interactive and learner-centred (Mean = 3.79, SD = 0.64). Furthermore, respondents recognised that audio-visual materials increased students' interest and motivation in Social Studies (Mean = 3.54, SD = 1.11). These findings imply that audio-visual tools play a crucial role in fostering engagement, active learning, and sustained retention of knowledge. However, the moderately high standard deviations point to some variations in access, usage, or contextual application among different schools.

Statements rated as "neutral" reflect moderate perceptions regarding the broader cognitive and practical benefits of audio-visual resources. Respondents expressed neutrality concerning the extent to which such materials promoted critical thinking and problem-solving skills (Mean = 3.30, SD = 0.71) and enhanced students' ability to relate Social Studies concepts to real-life experiences (Mean = 2.65, SD = 1.09). These findings indicate that while audio-visual aids effectively support understanding and engagement, their potential to develop higher-order thinking and real-world application remains underutilised. The relatively high standard deviation for these items further suggests inconsistencies in how different schools employ such materials to promote analytical and reflective learning.

Overall, the mean of means of 3.86 (SD = 0.85) reflects a generally positive perception of the effect of audio-visual materials on students' comprehension and

retention of Social Studies concepts. The implication of this overall result is that the effective use of audio-visual resources significantly enhances instructional delivery and learning outcomes. Nonetheless, sustained efforts are required to optimise their use for the development of critical thinking, problem-solving abilities, and the practical application of knowledge in real-world contexts.

4.3.3 Research Question 3: What are the challenges faced by teachers in the use of audio - visual aids in the teaching of social studies at Kwanyako Circuit?

The study identified the challenges faced by teachers in the use of audio - visual aids in the teaching of social studies at Kwanyako Circuit. The findings were analysed and discussed using mean values and standard deviations. The results are presented in Table 4.

Table 4: Challenges faced by teachers in the use of audio - visual aids

Statement	Mean	Std. Dev.	Decision
The school lacks sufficient funding to provide functional audio-visual aids for Social Studies instruction	4.96	0.53	Strongly Agree
Frequent breakdown of audio-visual equipment hinders effective teaching of Social Studies	4.9	1.02	Strongly Agree
Limited availability of time during lessons makes it difficult to incorporate audio-visual aids in Social Studies instruction	4.47	0.31	Strongly Agree
The school does not provide enough training for teachers on how to effectively integrate audio-visual materials into Social Studies teaching	4.16	0.96	Agree
Large class sizes make it challenging to use audio-visual materials effectively in Social Studies teaching	4.12	0.63	Agree
Inadequate technical support discourages the regular use of audio-visual aids in Social Studies	3.37	0.65	Neutral
The absence of a well-equipped resource center in the school poses a challenge to the effective use of audio-visual aids in Social Studies teaching	3.22	0.85	Neutral
I face difficulties in accessing adequate audio-visual materials for teaching Social Studies	3.18	0.97	Neutral
Mean of Means/Std. Dev	4.05	0.74	Agree

Source: Field survey (2025)

The findings presented in Table 4 reveal a range of challenges encountered by teachers in the utilisation of audio-visual aids for the teaching of Social Studies. The responses categorised as “strongly agree” identify the most critical barriers reported by participants. Teachers strongly agreed that their schools lacked adequate funding to provide functional audio-visual aids essential for effective instruction (Mean = 4.96, SD = 0.53), that frequent breakdowns of equipment hindered the efficient delivery of Social Studies lessons (Mean = 4.90, SD = 1.02), and that limited instructional time constrained the incorporation of such materials into classroom activities (Mean = 4.47, SD = 0.31). These results suggest that insufficient financial resources, recurrent technical problems, and time-related pressures constitute major obstacles to the effective integration of audio-visual technologies in the teaching process. The relatively low standard deviations associated with these items indicate a high degree of consensus among respondents on the pervasiveness of these challenges.

Respondents agreed that inadequate training on how to effectively integrate audio-visual materials impeded their optimal utilisation (Mean = 4.16, SD = 0.96) and that large class sizes made it difficult to apply these resources effectively (Mean = 4.12, SD = 0.63). These findings highlight professional development deficiencies and classroom management constraints that undermine teachers’ ability to deliver effective, technology-enhanced instruction. The variation in standard deviations suggests that while certain schools have addressed these limitations to some extent, others continue to experience them more acutely.

Respondents expressed neutrality regarding the adequacy of technical support (Mean = 3.37, SD = 0.65), the availability of a well-equipped resource centre (Mean = 3.22, SD = 0.85), and access to sufficient audio-visual materials (Mean = 3.18, SD = 0.97). These findings imply that although some schools have established basic support

mechanisms and resources, others continue to face infrastructural and technical deficiencies that hinder the consistent and effective application of audio-visual aids. The relatively higher standard deviations associated with these items point to disparities among schools in terms of access and support capacity.

The overall mean of 4.05 (SD = 0.74) suggests that teachers experience considerable challenges in the effective utilisation of audio-visual materials in Social Studies instruction. The implication of this general result is that systematic efforts to improve funding, ensure regular equipment maintenance, provide continuous teacher training, and enhance access to instructional resources are essential for strengthening the effective integration of audio-visual technologies into the teaching and learning process.

4.4 Discussion of Results

The purpose of the study is to investigate the influence of using audio-visual materials to improve the performance of learners in Social Studies at Kwanyako Circuit.

4.4.1 Extent of the availability of audio - visual (aids) materials

The first objective of this study was to assess the extent of the availability of audio - visual (aids) materials in junior high schools which could enhance the teaching of social studies by teachers at Kwanyako Circuit. The findings indicate that teachers generally agreed that audio-visual materials were available in their schools and could be accessed when needed, with projectors, screens, and other functional aids viewed as adequately supporting classroom instruction. While these essential tools were recognised as present, uncertainty emerged regarding the sufficiency of computers, suggesting inconsistent access and uneven opportunities for technology

integration. Teachers also disagreed on the availability of radios and televisions and highlighted poor maintenance of existing resources, pointing to gaps in diversity and sustainability. Overall, schools were seen as reasonably resourced, but limitations reduced the full effectiveness of audio-visual materials.

The discussion reveals that teachers generally acknowledged the availability and accessibility of core audio-visual materials such as projectors and screens for Social Studies instruction at Kwanyako Circuit. This echoes findings from Tewolde et al. (2024), who observed widespread but uneven integration of such resources in chemistry instruction, constrained by limited access and teacher training (Kahsay et al., 2024). Similarly, Kwegyiriba et al. (2022) reported in Ghana that although audiovisual materials were recognised for their motivational potential, their actual utilisation remained limited due to access challenges (Kwegyiriba et al., 2022). Our findings align in part with these studies by affirming availability of some tools but lacking diversity and consistent maintenance.

However, unlike Tewolde et al.'s documentation of largely infrequent use (Kahsay et al., 2024), respondents at Kwanyako acknowledged use of certain aids, albeit with unease regarding computer sufficiency and neglect of radios and televisions. The maintenance concerns parallel results from other Ghanaian settings, where resource upkeep deficiencies limited broader functionality (Kwegyiriba et al., 2022). In sum, our findings corroborate established literature on partial resourcing and infrastructural constraints, while highlighting unique local limitations in diversity and sustainability.

These findings both corroborate and extend Cognitive Load Theory (CLT) and constructivist perspectives. CLT holds that effective learning requires carefully

managed multimedia inputs to avoid overloading working memory (Clark & Mayer, 2011; Tewolde et al., 2024). The presence of projectors supports the modality and contiguity principles using visual and verbal channels to reduce cognitive load (Clark & Mayer, 2011) but inadequate access to computers could impede full multimedia integration. Sparse diversity and poor maintenance may inadvertently increase extraneous load, compromising CLT benefits. Constructivist Learning Theory emphasises learners actively constructing understanding through varied media and experiences. The limited media diversity and unreliable infrastructure thus restrict opportunities for active, constructivist learning, although the recognised availability of some tools offers a foundation for learner-centred instructional strategies.

Stakeholders must expand resource diversity, ensuring consistent access not only to projectors but also to computers, radios, and televisions, and establish maintenance systems to preserve functionality. Professional development should train teachers in CLT-aligned multimedia design ensuring materials are coherent, well-segmented, and aligned with modality principles while empowering constructivist pedagogies through varied, reliable audio-visual tools.

4.4.2 Effectiveness of audio-visual materials in enhancing students' understanding of Social Studies concepts

The second objective of this study was to assess the effectiveness of audio-visual materials in enhancing students' understanding of Social Studies concepts at Kwanyako Circuit. The findings show that most teachers believed audio-visual materials were highly effective in enhancing students' understanding of Social Studies concepts. Respondents indicated that such resources made lessons more engaging, aided in easier comprehension, and boosted students' interest and motivation. They also affirmed that audio-visual materials supported better recall, improved classroom

participation, and encouraged interactive and student-centred learning. Overall, the responses suggest that teachers recognised the significant role of audio-visual materials in improving students' learning outcomes in Social Studies, with relatively consistent views expressed.

The findings of this study, which revealed that teachers perceived audio-visual materials as highly effective in enhancing students' understanding of Social Studies concepts through making lessons more engaging, improving comprehension, and fostering participation, are consistent with prior research in the field. Adeoye (2023), for instance, reported similar results in Ekiti State, Nigeria, where audio-visual resources were shown to clarify content, increase engagement, and promote interactive learning. Likewise, Owusu (2020) found that at the university level in a developing economy, audio-visual technologies significantly improved comprehension and motivation among students. Hasanah et al. (2022) also highlighted that multimedia formats address varied learning styles and support retention and cognitive engagement, further corroborating the present findings.

However, other studies emphasise the importance of instructional design in the integration of multimedia. For example, Renkl and Scheiter (2019) and Mutlu-Bayraktar et al. (2021) cautioned that poorly sequenced or excessive multimedia elements may cause cognitive overload, thereby limiting learning effectiveness. Despite this caution, the findings of the present study align more strongly with those that advocate for coherent and well-integrated multimedia approaches, which support comprehension and engagement within constructivist learning environments.

The findings also lend support to Cognitive Load Theory (CLT) by demonstrating that appropriately designed audio-visual resources can reduce

extraneous cognitive load while facilitating schema development (Mayer, 2009). At the same time, they reinforce Constructivist Learning Theory, which posits that learner-centred environments and the use of authentic, interactive tools enhance active and meaningful learning.

Educational policymakers should invest in the provision of structured multimedia resources and ensure continuous professional development for teachers to enhance their ability to integrate audio-visual aids effectively. Furthermore, embedding audio-visual strategies into curriculum delivery can strengthen constructivist pedagogies, leading to improved learner engagement, comprehension, and academic outcomes in Social Studies.

4.4.3 Challenges faced by teachers in the use of audio - visual aids in the teaching

The third and final objective of this study was to identify the challenges faced by teachers in the use of audio - visual aids in the teaching of social studies at Kwanyako Circuit. The findings reveal that teachers identified several key challenges in using audio-visual aids for teaching Social Studies. These included inadequate funding, frequent equipment breakdowns, limited training on integration, time constraints during lessons, and large class sizes. Respondents were more neutral regarding difficulties in accessing materials, lack of technical support, and the absence of a well-equipped resource centre. Overall, the results indicate that teachers acknowledged the presence of significant barriers to the effective use of audio-visual aids, with responses showing relative consistency across participants.

The findings of this study highlight a range of challenges that teachers face in integrating audio-visual aids into the teaching of Social Studies, with inadequate funding, frequent equipment breakdowns, insufficient training, time constraints, and large class sizes emerging as dominant barriers. These results resonate with those of

Akinwale (2021), who found that inadequate funding and poor maintenance culture limited the sustainability of instructional technologies in Nigerian schools. Similarly, Abubakar and Umar (2020) emphasised the critical role of technical and professional support, noting that without adequate training, teachers often lack the confidence to effectively employ audio-visual resources. The identification of large class sizes as a constraint corroborates the work of Asante (2022), who observed that overcrowded classrooms reduce the practicality of employing interactive media effectively.

In contrast, some studies suggest that access to audio-visual resources may be less problematic in more resourced environments. For example, Mutlu-Bayraktar et al. (2021) reported that in Turkish higher education institutions, the primary challenges were not resource-based but centred on the cognitive management of multimedia content. This divergence highlights the contextual disparity between resource-constrained settings, such as those observed in this study, and more developed educational contexts. Similarly, Adeoye (2023) underscored that in many African schools, while audio-visual materials may be present, their use is undermined by inadequate institutional support and training.

The findings corroborate Cognitive Load Theory by underscoring that poorly maintained equipment and lack of training increase extraneous cognitive load, both for teachers and learners, thereby impeding effective knowledge transfer (Renkl & Scheiter, 2019). At the same time, they support Constructivist Learning Theory, which stresses that meaningful learning requires active teacher facilitation using well-functioning resources; in the absence of adequate training and support, this facilitation is compromised (Mayer, 2021).

From a policy perspective, these findings suggest the need for sustained investment in both infrastructure and teacher professional development to ensure that

audio-visual tools are functional, accessible, and effectively integrated into pedagogy. For practice, schools should prioritise technical support systems and manageable class sizes to enable teachers to employ interactive media effectively, thereby enhancing learner engagement and achievement in Social Studies.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter wraps up the study. It summarises the findings, draws conclusions from these results, presents several recommendations, and highlights a few issues that warrant further investigation.

5.2 Summary

The purpose of the study was to investigate the impact of using audio-visual materials to improve the performance of learners in Social Studies at Kwanyako Circuit. Primary data were collected through a questionnaire, employing a quantitative approach and a descriptive survey design. Utilising a census sampling method, a sample of thirty-three (33) respondents was selected for the study. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to analyse the data.

5.3 Summary of the Key Findings of the Study

The findings of the study are:

1. The findings of the study indicate that teachers agreed audio-visual materials were generally available and accessible, with projectors and related aids supporting instruction. However, uncertainty surrounded computer sufficiency, while radios, televisions, and maintenance were lacking. Overall, schools were reasonably resourced, but gaps in diversity, consistency, and sustainability limited the full effectiveness of audio-visual materials in teaching.
2. The research revealed that teachers believed audio-visual materials effectively enhanced Social Studies learning by making lessons engaging, improving

comprehension, and increasing interest and motivation. They also supported better recall, classroom participation, and interactive learning.

3. It was found that challenges in using audio-visual aids for Social Studies, including poor funding, frequent breakdowns, limited training, time constraints, and large classes. They were neutral on access, technical support, and resource centres.

5.4 Conclusions

The study concludes that audio-visual materials were generally available in schools and supported teaching, with resources such as projectors and functional aids contributing to classroom instruction. However, limitations in the sufficiency of computers, the absence of radios and televisions, and poor maintenance highlighted gaps in resource diversity and sustainability. Teachers perceived audio-visual materials as highly effective in enhancing Social Studies by making lessons engaging, improving comprehension, and promoting participation and motivation, thereby contributing positively to learning outcomes. Despite these benefits, teachers encountered significant challenges in their use, particularly inadequate funding, frequent equipment breakdowns, limited training, time constraints, and large class sizes. Addressing these issues is vital to optimise the role of audio-visual materials in Social Studies education.

5.5 Recommendations

The following suggestions are offered for your consideration in light of the study's conclusions.

1. Schools should prioritise the broadening of audio-visual resources beyond projectors and basic functional aids to include a wider range of tools such as

computers, radios, and televisions, which can support diverse teaching approaches. Equally important is the establishment of regular maintenance schedules to ensure that available resources remain functional and reliable. By diversifying and sustaining audio-visual resources, schools will not only strengthen teachers' instructional delivery but also create an enabling environment that fosters consistent integration of technology in Social Studies teaching.

2. Given the effectiveness of audio-visual materials in improving student engagement, comprehension, and motivation, educational policymakers and school leaders should institutionalise the systematic integration of such resources into Social Studies instruction. This can be achieved by embedding audio-visual pedagogy into curriculum guidelines, lesson planning, and assessment strategies. Doing so will ensure that the use of audio-visual materials is not incidental but becomes a deliberate and structured practice that enhances interactive learning and promotes improved academic performance in Social Studies.
3. To address the challenges identified, government and educational authorities should provide sustained funding specifically earmarked for procuring and maintaining audio-visual aids in schools. Additionally, continuous professional development programmes should be organised to equip teachers with the skills needed to effectively integrate and manage these tools within classroom settings. Efforts should also be made to reduce class sizes where possible and extend lesson time allocations for Social Studies, enabling teachers to maximise the use of audio-visual materials. Providing technical

support and establishing resource centres will further alleviate the barriers hindering effective utilisation of these aids.

5.6 Suggestions for Further Research

Although this study has provided valuable insights into the availability, effectiveness, and challenges of using audio-visual materials in the teaching of Social Studies at Kwanyako Circuit, further research is recommended in several areas. First, future studies could expand the geographical scope beyond Kwanyako Circuit to include multiple districts or regions, in order to generate comparative findings and establish broader generalisability.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF EDUCATION AND LIFE-LONG LEARNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

USING AUDIO- VISUAL MATERIALS TO IMPROVE THE

PERFORMANCE OF LEARNERS IN SOCIAL STUDIES AT KWANYAKO

CIRCUIT

Dear respondent,

The purpose of the study is to investigate the impact of using audio-visual materials to improve the performance of learners in Social Studies at Kwanyako Circuit.

Please read carefully and tick (✓) the appropriate response/column for each statement. All information gathered shall be used purely for research purpose and shall be treated with confidentiality.

Thank you.

SECTION A (DEMOGRAPHIC DATA)

1. Sex: Female [] Male []
2. Age: 20-29 [] 30-39 [] 40-49 [] 50 and above 21 []

3. Educational background:

Diploma/HND [] First degree [] Master's degree []

PhD [] Other, specify

4. Years of working experience:

Less than a year [] 1-3 years []

4-6 years [] 7-9 years []

10 years and above []

**SECTION B: EXTENT OF THE AVAILABILITY OF AUDIO - VISUAL
(AIDS) MATERIALS**

Kindly indicate how much you agree with these statements about extent of the availability of audio - visual (aids) materials.

Pease use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
5. My school had adequate audio-visual materials available for teaching and learning					
6. Projectors and screens were readily accessible for classroom instruction in my school					
7. Computers and related devices were sufficiently available to support the teaching of Social Studies					
8. The school provided radios and televisions as part of its teaching and learning resources					
9. Teachers could easily access audio-visual materials whenever they needed them for lessons					
10. Functional audio-visual aids such as speakers, microphones, and smart boards were available for classroom use					
11. The supply of audio-visual resources in my school was adequate to meet curriculum requirements					
12. Audio-visual materials in my school were regularly maintained and kept in good working condition					

SECTION C: EFFECTIVENESS OF AUDIO-VISUAL MATERIALS IN ENHANCING STUDENTS' UNDERSTANDING OF SOCIAL STUDIES CONCEPTS

Kindly indicate how much you agree with these statements about effectiveness of audio-visual materials in enhancing students' understanding of Social Studies concepts

Pease use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
13. The use of audio-visual materials made Social Studies lessons more engaging for students.					
14. Audio-visual materials helped students to understand difficult Social Studies concepts more easily					
15. The use of audio-visual resources increased students' interest and motivation in Social Studies					
16. Students were able to recall and retain Social Studies content better when audio-visual aids were used					
17. The integration of audio-visual materials improved classroom participation during Social Studies lessons					
18. Audio-visual aids enhanced students' ability to connect Social Studies concepts with real-life experiences					
19. The use of audio-visual materials promoted critical thinking and problem-solving skills in Social Studies					
20. The use of audio-visual materials made Social Studies lessons more interactive and student-centered					

**SECTION D: CHALLENGES FACED BY TEACHERS IN THE USE OF
AUDIO - VISUAL AIDS IN THE TEACHING OF SOCIAL STUDIES**

Kindly indicate how much you agree with these statements about challenges faced by teachers in the use of audio - visual aids in the teaching of social studies.

Pease use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
21. I face difficulties in accessing adequate audio-visual materials for teaching Social Studies					
22. The school lacks sufficient funding to provide functional audio-visual aids for Social Studies instruction					
23. Frequent breakdown of audio-visual equipment hinders effective teaching of Social Studies					
24. The school does not provide enough training for teachers on how to effectively integrate audio-visual materials into Social Studies teaching					
25. Limited availability of time during lessons makes it difficult to incorporate audio-visual aids in Social Studies instruction					
26. Large class sizes make it challenging to use audio-visual materials effectively in Social Studies teaching					
27. Inadequate technical support discourages the regular use of audio-visual aids in Social Studies					
28. The absence of a well-equipped resource center in the school poses a challenge to the effective use of audio-visual aids in Social Studies teaching					