

INFLUENCE OF FUNDING AUDIO-VISUAL INSTRUCTIONAL MATERIALS ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC UNIVERSITIES OF NASARAWA STATE, NIGERIA

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Abstract

This study examined the influence of funding audio-visual instructional materials on students' academic performance in public Universities of Nasarawa State, Nigeria. To guide the study, one objective and a research question guided the study. The research design adopted was descriptive survey research design. The population of the study consisted of 983 lecturers with a sample of 594 lecturers which represented 60 percent of the population, and 37,723 students with a sample of 3,030 students which represented 8 percent of the population drawn from three public Universities in Nasarawa State. The questionnaire on funding audio-visual instructional materials on Students' Academic Performance (QFASAP) was designed by the researcher, validated by experts and administered as instrument for data collection. The reliability of the instrument was established using Cronbach Alpha method and was found to be a reliable at 0.87. The data collected was analyzed using mean and standard deviation. The findings of the study revealed that funding affects the provision of audio-visual instructional materials and students' academic performance in public Universities in Nasarawa State, Nigeria. Based on the results, conclusion was drawn and the study recommended that the federal government of Nigeria should improve university education funding by adopting a policy of proactive investment in University education through provision of audiovisual instructional materials to universities. This is because the benefit derivable has multiplier effect on the economy. A well trained labour force will be able to sell their skills in the national and international labour markets; this will attract foreign returns to the individuals and the nation at large. In addition, policy makers and stakeholders in Nigeria's educational sector should develop a policy that will enhance the funding, provision and usage of audio visual instructional materials in public universities, which will enhance students' academic performance in universities.

Key words: Funding, Audio-Visual, Instructional Materials, Public Universities.

Introduction

An important area of any higher education resource is the financing of school activities. The financing crisis occurring in higher education in most countries over the years has led many Universities to spend large amount of time moaning the fact that they are expected to do more with less. Change is occurring in all segments of the society, technological advancements are continuing at a faster rate than anyone had thought, and the expectations of University education are increasingly demanding.

The Federal Republic of Nigeria (2014) recognized higher education and by extension university education as an expensive social service that requires adequate financial provision from all tiers of government for its successful implementation. The role of university education in the economic development of any country cannot be over-emphasized, funding has been identified as one of the major challenges to university educational achievement and development for both individuals and the society at large.

Inadequate funding of university education throughout the world has seen dramatic changes in the 20th and 21st centuries both intellectually and ideologically. These changes are responsible to a worldwide phenomenon of university education costs tending to rise at rates considerably in excess of their available revenues, thus creating a funding gap(Phil, 2018). disclosed that funding is the provision of financial resources in order to meet a need or provide audio-visual instructional materials for learning. Funding needed for the purpose of Universities learning may be raised from within or outside the Universities. Acquired funding is disbursed based on the needs of individual Universities. Funding is used to make financing available to various units of the various Universities in the short or long run.

Universities generally have alternative means of funding, apart from government allocations, they explore other areas such as commercial ventures and internally generated revenue to manage their various school activities. These can be generated either within or outside the University system. These funds are expected to be used for the purchase of educational inputs such as audio-visual instructional materials.

Instructional materials aid the teacher in delivering lessons to students. Audio-visual instructional materials which are part of instructional materials, are of vital importance to the teaching of any subject discipline/course in the school curriculum. Savoury (2017) revealed that the use of audio-visual instructional materials would make discovered facts glued firmly to the memory of students. A well-planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

Audio-visual instructional materials are those things that help the teaching and learning process. It helps to promote understanding of the concept and generalizations by making lesson practical and realistic (Ahmed, 2010). Any lecturer who has the interest of the students at heart is bound to think of ways and means he will employ to make his teaching and learning process more effective and more interesting to students. The use of audio-visual instructional materials can enhance the learning performance of students. This is because it appeals to the individual attention of the student by creating interest that will help the student to see goals he wants to attain. They encourage participation especially if students are allowed to manipulate materials used. Examples of audio-visual instructional materials are pictures, charts, tools, drawings, maps, physical features, models, newspapers, magazines, textbooks, photographs, globe, chalkboard and posters.

University education however, has consistently experienced inadequate resources such as provision of audio-visual materials needed for teaching (Chindo, Abdulrasaq, & Ayinla, 2010). This has been attributed to poor funding as disclosed by Ukeje (2018) who asserted that budgetary allocation to Nigeria's educational sector has never been up to 10 percent from 2010 to 2018. That N605.8 billion representing only 7.03 percent was allocated to the education sector. This inadequate funding of the educational sector in Nigeria negatively affects university education. It is against this background that this study assessed the influence of funding audio-visual instructional materials on students' academic performance in Public Universities in Nasarawa state, Nigeria.

Objective of the Study

The objective of this study was to investigate the influence of funding audio-visual instructional materials on students' academic performance in Public Universities in Nasarawa State, Nigeria.

Research Question

To achieve this objective, the study was guided by the following research question:

1. How does funding audio-visual instructional materials influence students' academic performance in public Universities in Nasarawa State, Nigeria?

Theoretical Framework

This study was anchored on Human Capital Development Theory as propounded by Skinner (1981) which states that "investment in human capital is the key determinant of greater economic output". It was used to explain academic performance within the school system. A key strategy in determining academic performance has been to employ a conception of individuals as human capital and various economic metaphors for the financing of University education and other

tertiary institutions in order to promote the educational sector through the provision of audio-visual instructional materials and other educational inputs.

Human Capital Development Theory lamented that financing of University education is an investment in human capital which will lead to greater academic performance of students' and increase economic output. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment for University education. Labor was a necessary component among lecturers in Universities for teaching and learning, but increase in the value of salaries came from investment in capital equipment. Modern economists however concur that education and health care are the key to improve human capital and ultimately increase the economic outputs of the nation. In the new global economy, tangible assets may not be as important as investing in human capital.

The high rate of unemployment amongst university graduates coupled with the level of under-funding, under-development and poverty have continued to be a source of concern for educational stakeholders and government. The theory therefore postulated that for any nation to develop, priority must be given to the funding of its University education so that adequate attention can be given to the provision of audio-visual instructional materials and other educational inputs.

Literature Review

Audio-visual materials such as films and sound recordings seem particularly complex in terms of their format, specification and conservation or preservation needs and are not easy to categorize, catalogue, handle, store or distribute, thereby hampering their accessibility. In addition, the influence of funding audio-visual instructional materials on students' academic performance in Universities is quite enormous. Affirming to this assertion, Nwalo (2003) revealed that one of the problems that negatively affect the use of audiovisual resources in Nigerian Universities is insufficient fund. The cost of purchase and maintenance of audio-visual resources is so much that it is becoming almost impossible for most Universities to either purchase or maintain these resources. Also, in most cases, only a few can be acquired and in few numbers which may not be enough for the users.

Universities in Nigeria according to Odusanya and Osinulu (2004) were grossly under-funding the provision of audio-visual instructional materials, which has adverse effects on students' academic performance with the entire educational system suffering from large-scale decadence and neglect. The use of audio-visual instructional materials increases students' academic performance and retention memory by supporting learning, it also assists teachers to perform effectively.

Educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience (Dike, 2014). Cuse (2017) corroborated that assertion by disclosing that students forget because of lack of interest and opportunities to use the knowledge they have

gained. Audio-visual materials can therefore contribute to the clarity of information presented by allowing students to visualize what was learned. Thus the need for the study which is influence of financing audio-visual instructional materials on Secondary Schools Students' Performance in public universities of Nasarawa state, Nigeria.

In a study conducted by Chindo, Abdulrasaq and Ayinla (2010) on the effect in Ilorin West Local Government Area of Kwara State, Nigeria, Pretest and Post-test quasi-experimental design was used. The population of the study was 250. The sample of the study was 200. Data were collected through direct classroom teaching observed by various teachers employed specifically for the assignment. The data were analyzed using inferential statistical tool of t-test for significance mean difference. The finding of the study revealed that financing audio-visual instructional materials has positive effect on students' academic achievement. The study was conducted in secondary schools while the present study was conducted in universities.

Ahmed (2010) carried out a study on the influence of financing audio-visual instructional materials on students' performance in mathematics in senior secondary schools in Niger State, Nigeria. Descriptive Survey research design was used in the research. The study had a population of 164 students, out of which 120 were randomly selected as sample for the study. Chi-square was used to test the formulated null hypotheses. The finding revealed that financing audio-visual instructional materials improved students' academic performance in mathematics. The study concentrated on only one subject while the present study generalized performance irrespective of subjects.

Similarly, Kli (2017) carried out a study on the impact of financing motivation and effective performance of academic staff in higher education in Adekunle Ajasin University, AkungbaAkoko, Ondo State, Nigeria. The population of the study comprised of all lecturers and heads of various departments in the institution. 50 lecturers and 10 heads of departments were randomly selected. The study revealed that the adequate funding enhances the provision of instructional facilities such as audio-visual instructional materials among others. The study was conducted in a single university, unlike the present study which was conducted in 3 public universities.

What emerged from the reviewed literature showed that even though most of the studies were conducted on funding of audio-visual instructional materials and how it affects students' academic performance, none of the studies was conducted in more than one university.

Methodology

This study adopted the descriptive survey research design. The researcher adopted the descriptive survey research design because it determined the aspects of the problem which were crucial for a thorough analysis of the study. With descriptive

research design, the researcher had an opportunity to have a clear view of the problem from other related sources.

The population of the study consisted of 983 lecturers and 37,723 students (Academic Planning Units of the various Universities, 2019). The study had a sample of 594 lecturers (representing 60 percent of the population) and 3,030 students (representing 8 percent of the population), with a combined sample of 3,624. The study adopted Research Advisors (2006) to select the sample size of the study. Using the Advisors, a population of 983 lecturers represented 60 percent drawn from the study area, and a population of 37,723 students represented 8 percent of the total population drawn from the study area at a confidence level of 95.0 percent and a margin of error (degree of accuracy) of 0.05 would have the sample sizes of 594 and 3,030 which represented 60 percent of the lecturers and 8 percent of the students respectively.

Multistage sampling was used for this study. Multistage stratified random sampling technique ensures adequate representation of respondents in the final sample (Awotunde & Ugodulunwa, 2004). Multistage sampling was used in the study for the respondents to have equal chance of being selected. Accordingly, the whole three public Universities were used as sample which represented 100 percent of the Universities

The instrument used for data collection was questionnaire. The questionnaire was constructed on a 4-point Likert scale. One set of questionnaire was developed for lecturers and students titled Questionnaire on funding audio-visual instructional materials on Students' Academic Performance (QFASAP). The instrument was based on a clear range of choices on 4-point rating-scale as follows: Strongly Agree (SD) - 5, Agree (A) - 4, Undecided (UD)-3 Disagree (D) – 2, Strongly Disagree (SD) - 1 To determine the reliability of the Questionnaire for both lecturers and Students, the Cronbach Alpha method was adopted. The internal consistency estimate reliability yielded of 0.87 which indicated that the instrument was reliable. In answering the research question that guided the study a mean score of 3.00 was be regarded as agree while the mean score below the mean score of 3.00 was regarded as disagree.

Results

Research Question: How does funding Audio-Visual instructional materials influence students' academic performance in Public Universities in Nasarawa State, Nigeria?

The data on the influence of funding as it affects audio visual instructional materials in Public Universities in Nasarawa state, Nigeria was collected from the sampled lecturers and students is presented in Table 1.

Table 1: Mean Ratings and Standard Deviations of Respondents on the influence of Funding Audio-visual Instructional Materials on students' academic performance

S/NO	Item Statement	MEAN (\bar{x})	Standard Deviation (SD)
1	Financing audio-visual instructional materials influence student's academic performance	3.84	0.36
2	Financing audio-visual instructional materials increase lecturers' knowledge	3.83	0.35
3	Financing audio-visual instructional materials motivates lecturers with application of learning	3.77	0.40
4	Financing audio-visual instructional materials brings about diversification of teaching methods to enhanced learning by lecturers	3.86	0.34
5	Financing audio-visual instructional materials improves effective instruction in teaching and learning process	3.92	0.31
6	Financing audio-visual instructional materials assists in achieving educational objectives	3.67	0.30
7	Financing audio-visual instructional materials enhances students' sense of touching, vision and feeling	3.35	0.45
8	Financing audio-visual instructional materials makes students' retention memory permanent	3.65	0.42
9	Financing audio-visual instructional materials improves student's academic performance	3.56	0.41
10	Financing audio-visual instructional materials strengthens students' understanding	3.45	0.38
11	Financing audio-visual instructional materials enhances effectiveness of learning by students	3.62	0.32
12	Financing audio-visual instructional materials facilitates students' knowledge on learning outcomes	3.44	0.48
13	Financing audio-visual instructional materials reinforces verbal learning by students	3.76	0.42

Table 1 showed the mean scores and standard deviation of all items constructed to answer the lecturers and students question on the influence of funding audio-visual instructional materials on students' academic performance in public universities. From the results presented, it had 3.84, 3.83, 3.86, 3.92 and 3.67 as mean scores and 0.36, 0.35, 0.40, 0.34, 0.31 and 0.30 as corresponding standard deviations for lecturers. While that of students had 3.35, 3.65, 3.56, 3.45, 3.62, 3.44 and 3.76 as mean scores and 0.45, 0.42, 0.41, 0.38, 0.32, 0.48 and 0.42 as corresponding standard deviations. All the mean ratings were above the cut off points of 3.00 which implies

lecturers' and students' responses that funding has a significant influence on the provision of audio-visual instructional materials on students' academic performance in public universities in the study area.

Discussion of Finding

The findings of the research question which sought to determine how funding of audio visual instructional materials influence students' academic performance in public Universities of Nasarawa State, Nigeria, revealed that all the mean scores of the items on the influence of funding audio visual instructional materials on students' academic performance in public Universities for both lecturers and students were above the cut-off points of 3.00. This implies that both lecturers and students in the study area have a similar opinion that funding of audio visual instructional materials influences students' academic performance in public Universities. The average mean scores of lecturers and students' responses of 3.84, 3.67 and 3.35, 3.76 respectively also showed that adequate of funding audio-visual instructional materials enhances students' academic performance. This is in agreement with Odusanya and Osinulu (2004) who disclosed that there is gross under-funding of audio visual instructional materials and its adverse effects on students' academic performance with the entire educational system suffering from large scale decadence and neglect in Nigeria. They stressed that, the general poor state of funding Universities in Nigeria and subsequent inadequate provision of audiovisual resources and services is a hindrance towards the effective use of audiovisual resources.

Conclusion

This study, which was conducted to examine the influence of funding audio visual instructional materials on students' academic performance in public Universities in Nasarawa state, Nigeria, revealed that funding significantly influences the provision of audio visual instructional materials in public Universities. The implication of this findings is that adequate funding for the provision of audio visual instructional materials is key to the academic performance of students in universities as it will enhance academic excellence in Nigeria's university sector.

Recommendations

The following recommendation was made in line with the finding of this study:

The federal government of Nigeria should improve university education funding by adopting a policy of proactive investment in the sector through provision of audio-visual instructional materials to universities. This is because the benefit derivable has multiplier effect on the economy. A well trained labour force will be able to sell their skills in the national and international labour markets, this will attract foreign returns to the individuals and the nation at large. Furthermore, policy makers and stakeholders in Nigeria's educational sector should develop a policy that will

enhance the funding, provision and usage of audio visual instructional materials in public universities. This will improve students' academic performance in public universities.

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