

**SELECTION, PRODUCTION AND UTILIZATION OF VISUAL DISPLAY MATERIALS: AN EFFECTIVE MEANS FOR QUALITATIVE TEACHING AND LEARNING IN NIGERIAN SECONDARY SCHOOLS**

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**Abstract**

*The paper examined the concept of visual displayed material from, selection, production and utilization point of view in relation to effective and qualitative teaching and learning process in Nigerian secondary schools. Visual display materials could be regarded as an instructional aid which appeals to the learner sense of seeing which could be projected vertically to support effective teaching and learning. It includes wall chart, illustrated picture, and pictorial materials television projector etc. to attract attention, develop interest and adjust the learning climate. The paper look into the concept and importance of visual displayed materials, selection criteria in utilization of visual displayed materials and its characteristics as it related to integration in teaching and learning process. The paper concludes that visual display material help to visualized the phenomena of instruction and help student analysed the fact from the concept learnt. Therefore, selection of this material must follow well planed criteria for effective use. It recommended among others that government and all other stakeholders to ensure that essential visual materials like computers, projector, realia and other relevant instructional aids are provided to facilitate the teaching and learning of process in schools. Also, government must ensure that teachers are motivated to discharge their duties effectively so that the students' performance could not be thwarted as a result of the teachers' negligence.*

**Keywords: Selection, Production, Utilization, Visual display materials and Learning**

**Introduction**

Learning is a complex process. According to Shergill (2012), learning can be defined as a change in disposition; a relatively permanent change in behaviour over time and this is bought about partly by experience. Learning can occur as a result of newly acquired skills, knowledge, perception, facts, principles, and new information at hand (Adeyanju, 2014). Learning can be reinforced with different teaching and learning resources because they stimulate, motivate as well as focus the learners' attention for a while during the instructional process. Teaching and learning resources are instructional materials and devices through which teaching and learning are facilitated in school (Sofowora & Egbedokun 2010).

Instructional material is crucial to teaching and learning processes. A dedicated classroom teacher feels satisfied when he realizes the objectives he has set out to achieve for every lesson. In order to achieve this, a trained teacher employs a number of methods, design and actions; one of h includes the use of instructional material. Instructional materials are referred to as the resources which both the teachers and students use for the purpose of effective teaching and learning. Okwo (2006) defined instructional materials as those materials that teachers can use in teaching to facilitate the learning of a particular subject or lesson. The list of instructional materials is inexhaustible and their limit is the teacher's level of resourcefulness, creativity and imagination. Rominszowski (2008) listed instructional material to include newspaper, magazines, pictures, textbooks laboratory equipment, posters, bulletins, journal, radio, television, audio cassettes, tap scripts and slides. Others are overhead and opaque projector, real objects

and computer. Okebukola (2013) described instructional materials as information multipliers because they are capable of providing learners with opportunities to learn beyond teachers capabilities when utilized for instruction.

Visual display aids are types of designated teaching and learning materials that may be locally or commercially produced. They appeal mostly to the sense of seeing. They come in form of, for example, wall charts, illustrated pictures, pictorial materials and other two dimensional objects (also called 2D). They can also be inform of visual and sound e.g. television, projector, e.t.c. which appeal to the sense of seeing and hearing. The visual aids are important teaching and learning materials that could be used to facilitate the teaching and learning in classroom. The effect of this is that the mind and imagination of students are closed. It was claimed that the teaching and learning from its inception was through verbal description, which made some subjects very abstract and quite uninteresting. The undue emphasis on theoretical aspect of many subjects to the detriment of scientific and experimental approach has made some of the subject very abstract and uninteresting to the learners. This has also resulted into making the subject no longer attractive to the young learners or scholars. Robert (2016) cited by Sofowora and Egbedokun (2010) suggested that teachers should be discouraged from using didactic method of teaching to a more creative experimental learning involving project method. He added that teachers should be encouraged toward the utilization of visual displayed teaching and learning materials to support classroom interaction.

Arundele (2015) also cited by Sofowora and Egbedokun (2010) explained that students learn in two ways: orally and visually. Many students, however, learn more rapidly when oral teaching is linked with something they can see, touch or handle. Arundele further explained that a teacher cannot be certain that his or her verbal description will convey the correct impression especially if he or she finds it difficult to compare the things being described with those things the students are already familiar with. He suggested that such difficulty could be removed if mediated instructions are available. Improper utilization of visual displayed materials and or their total exclusion during classroom interaction has some negative consequences on student's performance during examinations. Undocumented reports from examination supervisors have it that most students or candidates apparently avoid some difficulties aspect of subjects during examination due to improper illustration verbally such students fail the examination because they lack basic knowledge and proper understanding of the concept taught without instructional materials.

This demonstrated clearly that there was negligent in the application of visual teaching and learning materials in the teaching and learning process or there was an absolute absence of visual teaching in classroom interaction at the secondary school level. Today, students transiting from Junior Secondary School (JSS) to Senior Secondary School (SSS) came with the fear of some subject. They prefer, according to most of the students, other non-vague, non-abstract, non-complex, and simple subjects than some with unclear illustration and features. This has further proven the assertions of Sofowora and Egbedokun (2010) that some subject was taught in an archaic way that makes the subject abstract despite its relationship with physical features that requires the application of visual displayed teaching and learning materials. As such, students are discouraged to learning the subject effectively. In this light, the importance of visual teaching and learning materials which according to Dale (2013), were materials that not only supply a concrete basis for conceptual thinking and hence reduced meaningless verbal responses from students but also help in making learning permanent, cannot be overemphasised.

### **Visual Displayed Materials Integration in Teaching and Learning**

Media refers to as channels through which information is put across. The term 'instructional media' is an umbrella term used to refer to all types of teaching and learning resources or aids, be it visual or sound materials that are used to convey messages (instructions) to the learners. Abdullahi (2014) explained that instructional media referred to "anything a teacher will use as medium of communication when they are used to carry messages with an instructional intent to enrich the curriculum content and consequently

enhance the educational process”. He further explained that these materials may include simple living things and nonliving things in the immediate environment like stone, leaves, concrete mixer, aggregates, the chalkboard, printed materials e.g. charts, maps, designs, drawings, photographs, models, and real things to sophisticated things like audio and video machines, projectors, and the computers. Visits to places within and outside the school could also be regarded as instructional media.

The concept of instructional materials is perceived differently by various authors. According to Olaitan, Nwachukwu, Igbo, Onyemaechi and Ekong (2013), instructional materials are those devices developed or acquired to assist teachers in transmitting organized knowledge, skills and attitude to learners within an instructional situation. In the explanation, instructional materials in vocational technical education are those practical and skill development resources which facilitate the process of teaching/learning and evaluation of vocational technical skills. Instructional materials include the electronic systems, tools, equipment and other resource materials that could be utilized for directing and controlling vocational technical operations and for reinforcing the teaching and learning of specified skills. Mkpa (2014) stated that instructional materials refer to the various information carriers employed in instructional delivery.

Learning is likely to be meaningful and lasting if it is supplemented with experiences. The World Bank (2014) stated that information and communication technology (ICT) should be considered within education for the purpose of reinforcing curriculum, reinforcing teaching and learning and to improve learning. On a similar note, the United Nations Secretary General (2015) stresses that “we must ensure that information and communication technologies (ICT’S) are used to help unlock the doors of education”. For this reason, the Millennium Development came up with the private sectors, especially ICT’S to increase educational opportunities and unblock the doors of education. Abdullahi (2017) posited that students who had the advantage of being taught with well selected and wisely utilised visual displayed instructional media learn more effectively than those who are only provided with verbal instructions. Wales (2017) as quoted by Sugapriya and Ramachandran (2011) opined that the use of instructional resources would make discovery facts “glued firmly to the memory of the students”. Savoury (2012) also quoted by Sugapriya and Ramachandran (2015) buttressed the points mentioned above on the effectiveness of instructional resources. He posited that 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 the 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.

### **Importance of Visual Displayed Materials in Teaching and Learning**

Teachers improve and utilize instructional materials, they help learners to create a situation or atmosphere, in which curiosity is aroused, imaginations stimulated, interests generated, viewpoint enlarged and attitudes changed thereby attaining the basis for effective learning. The fundamental importance of visual materials to the teaching and learning is manifold. Oyesola (2011) cited some of the followings as importance of visual and sound materials to the teaching and learning process:

1. They visualised the phenomena with which teaching and learning deals.
2. They help students to learn the kind of facts about this phenomenon that are of teaching and learning value.
3. They help students to analyse the facts from a concept point of view
4. They help students to develop quick idea of concept learnt.
5. They help students to apply generalisation from the field of subject taught to direct experience and interpretation of world events.

### **Steps for Using Visual Displayed Materials in Teaching and Learning**

The teacher in this technological age has a wide spectrum of resources available to use to provide conditions which help him reach his objectives. The most important rule for the selection of any medium of instructional media could be stated as follows (Brown, 1977), “A medium of instruction must be

selected on the basis of its potentials for implementing stated objective. This means that for any instructional medium properly selected, the objective is the reference point. Before selecting any medium for classroom presentation, there are some factors that needed to be considered. Strauss and Frost (1996) identify nine key factors that should influence media selection: institutional resource constraints, course content appropriateness, learner characteristics, professor attitudes and skill levels, course learning objectives, the learning relationship, learning location, time (synchronous versus asynchronous), and media richness level.

For the effective use of visual materials to teach geography, Oyesola (2011) highlighted the following points that must be borne in mind:

1. Aids must be placed or held where all can see
2. Identify points of difficulty and possible areas of misunderstanding before the aids are introduced
3. Give pupils or students a chance to study the aids before discussing them
4. Direct the attention of the students to parts of the aids and so encourage observations and discussion.
5. Do not display at the beginning of the lesson unless the aid is to be used immediately, that is, only introduce the aids when they are relevant part of the lesson
6. Do not keep the aids until the end of the lesson to be introduced as a reward for good behaviour.
7. Very frequently, it is undesirable to introduce a fully complete aid to the class. It is often better to introduce an outline on which the teacher adds information (perhaps supplied by the class), during lesson. The students understand diagram better as a result of observing the way it is built up.

### **Characteristics of Good Visual Displayed Materials**

One of the basic functions which visual materials are expected to perform is to help visualise phenomena with which geography deals. In order to achieve this function, Oyesola (2011) asserted that the following are characteristics of good visual aids:

1. It must be clear, interesting and in good condition.
2. It should be suitable size i.e. bold.
3. It must be adequate, accurate, giving up-to-date information.
4. It must be relevant to the topic being discussed.
5. It must not be over-crowded with details
6. It must illustrate the specific point being taught
7. It should be related to the students' experience

### **Factors to Consider when Selecting Visual Displayed Materials**

The followings factors were highlighted by Olowu (2015) as selection criteria for media utilisation:

1. Subject matter and instructional objectives: the media to be selected must be in accordance with the stated objectives in the topic to be taught.
2. Learners' characteristics: the learners' number, or population, age, ability, e.t.c. in the classroom will determine the type of media to be selected.
3. Media availability: the teacher should be sure if the materials to be used for the media production are available locally or are commercially produced.
4. Content accuracy: the information being conveyed by the media should be authentic, accurate, valid and current.
5. Sophistication level: this simple connotes the complication level of the media.
6. Practicality: all necessary facilities for putting media selected into practical use in the classroom should be available. Facilities such as electricity, battery or generating power e.t.c.
7. Teacher's capability: the teacher should not select media that are incomprehensible or else he should know how to operate it or understand it before bringing it to the classroom.
8. Suitability: the media selected should be suitable to the content of the topic.
9. Cost on financial implication: the cost of producing the instructional materials should be taken into consideration.

10. Technical quality: the visual and audio aspects of the media should be of good quality. Olowu (2005) further revealed that the application of visual materials during geography lesson is done at the following stages of the lesson: Preparation stage 2. Presentation stage 3. Evaluation stage and 4. Follow-up stage

### Conclusion

Instructional materials in visual displayed from convey meaning expression that promote learners' interest and facilitate teaching learning process. Visual displayed instructional materials for effective teaching and learning process in Nigerian secondary schools had been examined and it could be concluded that visual displayed materials enhances quality information dissemination and arouse the learners' interest. However, there is need to promote efficient friendly use culture through proper selection and production of such materials to enhance its utilization.

### Recommendations

In view of the findings discovered by the researchers, the following recommendations were made:

1. Based on the inadequacy of visual materials, it is pertinent for the government and all other stakeholders to ensure that essential visual materials like computers, projector, realia and other relevant instructional aids are provided to facilitate the teaching and learning of process in schools.
2. Based on the ineffective and injudicious utilization of the available visual materials, the government must ensure that teachers are motivated to discharge their duties effectively so that the students' performance could not be thwarted as a result of the teachers' negligence.
3. Furthermore, seminars and workshops aimed at educating the teacher on the importance and advantages of using visual displayer materials in teaching and learning process should be organized regularly.
4. Also, the government must ensure that teachers who are below the required teaching qualification as stipulated by the National Policy on education (2014) are given the chance to go for in-service training or further education.

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