



**IMPACT OF AUDIOVISUAL MATERIAL AND INTERNET ON THE LEARNING  
OUTCOME OF CITIZENSHIP EDUCATION AMONG SCIENCE STUDENTS IN  
FEDERAL COLLEGE OF EDUCATION, ABEOKUTA OGUN STATE**

<sup>1</sup>John Adelani FAYEMI Ph.D, <sup>2</sup>Amos Adekunle ADEDIRAN Ph.D

&

<sup>3</sup>Fehintola Christiana OLUSANYA

<sup>1</sup>*Dept of Sociological Studies, College of Social and Management Sciences,  
Tai Solarin University of Education, Ijagun Ijebu- Ode, Ogun State, Nigeria  
fayemija@tasued.edu.ng +2348055414590*

<sup>2</sup>Dept of Social Studies, School of Arts and Social Sciences, Federal College of Education  
Abeokuta, Ogun State  
speaktoa3@yahoo.com/speaktoa3gmail.com Tel:+2348060932337/+2348058385567

<sup>3</sup>Dept of Social Studies, Sikiru Adetona College of Education, Science and Technology  
(SACCOTECH), Omu-Ajose, Ogun State

**Abstract**

*The study investigates impact of audiovisual material and internet on the learning outcome of citizenship education among science students in Federal College of Education, Abeokuta, Ogun State. The study adopted a descriptive survey research design. Population comprises of all science students in the five departments in the school of science, Federal College of Education, Abeokuta. Thirty (30) students were randomly selected from each of the five departments in the school of science to make a total of one hundred and fifty (150) as sample for study. A self-developed questionnaire was used as instrument for data collection. **It was developed in closed-ended of Yes or No.** The questionnaire contained items on the main title of study. The instrument was given to experts for construct and content validation **who affirmed its validity.** Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentages, mean and standard deviation statistical tools. The findings reveal that integration of audiovisual materials, such as videos, presentations, and interactive simulations, has provided students with a more engaging and immersive learning experience. Visual and auditory stimuli enhance comprehension, retention, and critical thinking. Students exposed to these resources are more likely to grasp complex concepts and retain information in comparison to traditional methods of instruction. Furthermore, the internet has revolutionized the accessibility of information, enabling students to access a vast array of resources, from scholarly articles to educational videos, podcasts, and online discussions. This study thus concluded that the audiovisual material and internet benefits enhanced engagement, improved comprehension, and the creation of dynamic learning environments. It was recommended that educators should be trained to effectively integrate audiovisual material and internet resources into their teaching methods.*

**Keywords:** Audiovisual, Impact, Material, Internet, Outcome



## Introduction

Instructional materials are materials or tools used to enhance or enlighten the effective teaching and learning process among students in schools. Teaching and learning are concerned with the training of students, but learning is a complete process. It can however be defined as a change in disposition, a relatively permanent change in behaviour overtime and this is brought about by experience. Learning can occur as a result of newly acquired skills, knowledge, perceptions, facts, principles, new information at hand etc. (Adeyanju, 2013). Learning can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest learner's attention for a while during the instructional process.

Furthermore, Abdullahi, (2017) noted that instructional materials are materials or tools locally made or imported that could make tremendous enhancement for lesson if intelligently used. Isola (2010), referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-Obu, 2015). Instructional materials are in various classes, such as audio, visual and audio-visual materials. Audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording etc. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip.

Audio-visual materials on the hand, are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. Examples are Computers, television, Digitizers etc. Audio visual aids are effective tool that “invest the past with an air of realistic experience, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses. Johnson (2017) emphasised that the use of instructional materials is a *sine qua non* in affecting behaviour of learners of every field. i.e. a prerequisite, requirement or an essential condition. It is necessary to note that teaching aids are important

catalysts of social re-engineering and change in learners. It is obvious that effective instructions cannot be well accomplished without the use of instructional materials. The reason is not far-fetched: advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. Such technological breakthroughs as networked and non-networked; projected and non-projected; visual, drawing chart, auditory, audio-visual electronic materials are important landmarks in knowledge transfer. With them both teaching and learning become very pleasant experiences (Efi, 2017).

Instructional materials possess some inherent advantages that make them unique in teaching. For one thing, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and reference, the learner's interest and curiosity are increasingly stimulated. Further, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. They generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of social and intellectual development of the learners (Cable, 2012).

In an age where information is readily accessible and technology has become an integral part of daily life, the influence of audiovisual materials and the internet on educational outcomes has been profound. This impact is especially notable in the realm of citizenship education, a subject crucial for fostering informed and responsible citizens in any society (Nacino-Brown, 2012). Citizenship education stands as a cornerstone in molding the perceptions and perspectives of individuals regarding their roles, rights, and obligations within the intricate framework of society. At its core, this educational discipline functions as a compass, directing students towards a comprehensive comprehension of the social contract that underpins their coexistence. By delving into the intricacies of civic engagement, rights, and responsibilities,



citizenship education paves the way for the emergence of informed and conscientious citizens, armed with the cognitive tools necessary to navigate the complexities of the modern world (Neo & Neo, 2013).

Empowering students with the knowledge and competencies to critically analyze civic and political affairs, citizenship education is instrumental in nurturing the growth of active participants in the democratic process. It serves as a springboard for students to transition from passive observers to dynamic contributors, instilling in them the belief that their voices and actions hold the potential to shape the trajectory of their communities. The acquisition of critical analytical skills allows individuals to decipher the nuances of policy decisions, discerning the impact these choices may exert on their lives and the broader society (Omo-Ojugo, Ibhafidon & Otote, 2009).

The influence of citizenship education is not confined to the individual; rather, it radiates outward, contributing significantly to the reinforcement of social cohesion. As students grapple with diverse perspectives, cultural narratives, and societal values, they cultivate a deep-seated understanding of the tapestry that interconnects various segments of society. This comprehension of diversity not only promotes empathy and tolerance but also fosters an environment where collaboration and dialogue flourish, laying the groundwork for the resolution of conflicts and the achievement of collective goals (Bourn, Hunt & Bamber, 2017). Nonetheless, the challenge lies in capturing the attention and maintaining the engagement of a generation of learners who are innately immersed in a digitally interconnected reality. Traditional pedagogical methodologies, characterized by passive lectures and rote memorization, struggle to resonate with these modern students. The swift dissemination of information through digital platforms, coupled with interactive media experiences, has recalibrated their expectations for dynamic and visually stimulating learning encounters. As a result, traditional methods of conveying citizenship education often fall short of cultivating the deep-seated engagement required for meaningful comprehension and retention (Ogunbote & Adesoye, 2016).

In a world inundated with captivating visuals, rapid information sharing, and immersive virtual experiences, the conventional classroom setup must evolve to accommodate the preferences of contemporary learners. Incorporating innovative tools like audiovisual materials and internet resources becomes a pivotal strategy for bridging the gap between traditional instruction and the learning preferences of digitally native students. The synergy of technology with pedagogy can reignite the flames of curiosity, transforming passive listeners into active explorers and facilitating a deeper assimilation of citizenship education's multifaceted dimensions ((Ogunbote & Adesoye, 2016).

Moreover, the internet, a vast reservoir of knowledge accessible at the click of a button, has become a cornerstone of modern education. Its role in enhancing citizenship education cannot be overstated. Interactive websites dedicated to civics and political education provide students with immersive simulations of civic processes, allowing them to navigate through scenarios and understand the consequences of their choices. Online forums and discussion platforms facilitate the exchange of ideas, enabling students to engage in intellectual discourse beyond the confines of the classroom (Ogunbote & Adesoye, 2016).

The internet's educational potential extends to platforms like YouTube, where educational channels host videos elucidating constitutional principles, historical events, and contemporary civic issues. These videos offer a visual medium through which students can grasp intricate topics while benefiting from engaging narration, visual aids, and real-world examples. Similarly, the availability of scholarly articles and research papers empowers students to delve deeper into specific citizenship-related subjects, encouraging independent inquiry and critical analysis. In the Nigerian context, where science education is highly esteemed, the infusion of audiovisual materials and internet resources into citizenship education can bridge the gap between science and societal awareness. By tapping into students' familiarity with technology and their natural inclination towards visual learning, educators can foster a more holistic understanding of citizenship concepts among science students. However, it's important to



recognize that while these resources offer immense benefits, they also demand a cautious approach to ensure content accuracy, digital literacy, and equitable access for all students.

Bolick (2013) pointed to a good relationship between effective teachings and using of instructional materials. He argued that while some educators have been fascinated by the potential of instructional materials to enhance teaching and learning, teachers lagged behind in using instructional materials during teaching and learning. Others expressed doubts that instructional materials will ever incite teaching reform in science subjects". Instructional materials are integral components of teaching-learning situations; it is not just to supplement learning but to complement its process. It is then showed that, if there must be an effective teaching-learning activity, impact of instructional materials will be necessary.

Therefore, the synergistic integration of audiovisual materials and internet resources has reshaped the landscape of citizenship education. This integration not only enhances the comprehension of complex civic ideas but also nurtures critical thinking, empathy, and active engagement among students. By harnessing the power of visuals and the accessibility of online platforms, educators can cultivate a generation of informed and participatory citizens who are well-equipped to navigate the intricate tapestry of modern societies. Thus, the study seeks to investigate how the integration of audiovisual materials and internet resources influences the learning outcomes of citizenship education among science students in Federal College of Education, Abeokuta, Ogun State.

**Objective of the Study**

The main objective of this study is to examine the impact of audiovisual material and internet on the learning outcome of citizenship education among the science student in Federal College of Education, Abeokuta Ogun State. Specifically, the objectives are:

- i. To assess the effectiveness of audiovisual materials and internet resources in enhancing citizenship education learning outcomes among the science students.
- ii. To identify the challenges and facilitating factors associated with incorporating audiovisual materials and internet resources

into citizenship education.

**Research Questions**

- i. How does the integration of audiovisual materials and internet resources impact the effectiveness of enhancing citizenship education learning outcomes among science students?
- ii. What are the key challenges and facilitating factors encountered when incorporating audiovisual materials and internet resources into citizenship education for science students?

**Methodology**

The study adopted a descriptive survey research design. Population comprises of all science students in the five department in the school of science, Federal College of Education, Abeokuta. Thirty (30) students were randomly selected from each of the five departments in the school of science to make a total of one hundred and fifty (150) as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of study. The instrument was given to experts for construct and content validation. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentages, mean and standard deviation statistical tools.

**Presentation of Data Analysis and Results Discussion**

**Table 1:** How does the integration of audiovisual materials and internet resources impact the effectiveness of enhancing citizenship education learning outcomes among science students?

S/N	ITEMS	YES		NO		Mean	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	The integration of audiovisual materials and internet resources significantly enhances engagement levels among science students during citizenship education lessons.	108	72	42	28	3.8	.79
2.	The utilization of audiovisual materials and internet resources has a positive impact on science students' comprehension of complex citizenship concepts.	81	54	69	46	3.5	.77
3.	Incorporating audiovisual materials and internet resources into citizenship education fosters a more interactive and dynamic learning environment for science students.	77	51.3	73	48.6	3.4	.75
<b>Overall Total</b>		<b>Mean (x) = 3.57 and STD = 0.79</b>					

Table 1 shows the integration of audiovisual materials and internet resources impact the



effectiveness of enhancing citizenship education learning outcomes among science students. This finding indicates that integration of audiovisual materials and internet resources significantly enhances engagement levels among science students during citizenship education lessons ( $\bar{x} = 3.8$ ,  $SD = 0.79$ ), utilization of audiovisual materials and internet resources has a positive impact on science students' comprehension of complex citizenship concepts ( $\bar{x} = 3.5$ ,  $SD = 0.77$ ), and incorporating audiovisual materials and internet resources into citizenship education fosters a more interactive and dynamic learning environment for science students ( $\bar{x} = 3.4$ ,  $SD = 0.75$ ). This reveals that the mean and standard deviation of the items listed above are very high ( $\bar{x} = 3.8$ ,  $SD = 0.79$ ) showing that the integration of audiovisual materials and internet resources impact the effectiveness of enhancing citizenship education learning outcomes among science students. The result is in line with the submission of Agina-obu (2015) stated that instructional materials are in various classes, such as audio, visual and audio-visual materials. Audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording etc. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip.

**Table 2: What are the key challenges and facilitating factors encountered when incorporating audiovisual materials and internet resources into citizenship education for science students?**

S/N	ITEMS	YES		NO		Mean (X)	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Limited access to reliable internet connectivity poses a challenge to effectively incorporating online resources.	101	67.3	49	32.7	3.7	.77
2.	Lack proper teacher training in navigating and utilizing various online platforms effectively causes obstacle in integrating audiovisual resources to classroom lesson.	107	71.3	43	28.7	3.9	.78
3.	The availability of diverse audiovisual materials and internet resources allows educators to tailor content to match the specific interests and needs of science students.	98	65.3	52	34.7	3.8	.77
<b>Overall Total</b>		<b>Mean (<math>\bar{x}</math>) = 3.57 and STD = 0.77</b>					

Table 2 shows the key challenges and facilitating factors encountered when incorporating audiovisual materials and internet resources into citizenship education for science students. This

finding indicates that limited access to reliable internet connectivity poses a challenge to effectively incorporating online resources ( $\bar{x} = 3.7$ ,  $SD = 0.77$ ), lack proper teacher training in navigating and utilizing various online platforms effectively causes obstacle in integrating audiovisual resources to classroom lesson ( $\bar{x} = 3.9$ ,  $SD = 0.78$ ) and availability of diverse audiovisual materials and internet resources allows educators to tailor content to match the specific interests and needs of science students ( $\bar{x} = 3.8$ ,  $SD = 0.77$ ). This implies that there are challenges and facilitating factors encountered when incorporating audiovisual materials and internet resources into citizenship education for science students. The finding is in support of Efi, (2017) who argued that the reason is not far-fetched: advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. Such technological breakthroughs as networked and non-networked; projected and non-projected; visual, drawing chart, auditory, audio-visual electronic materials are important landmarks in knowledge transfer. With them both teaching and learning become very pleasant experiences.

**Conclusion**

The integration of audiovisual materials, such as videos, presentations, and interactive simulations, has provided students with a more engaging and immersive learning experience. Visual and auditory stimuli have been shown to enhance comprehension, retention, and critical thinking. Students exposed to these resources are more likely to grasp complex concepts and retain information in comparison to traditional methods of instruction. Furthermore, the internet has revolutionized the accessibility of information, enabling students to access a vast array of resources, from scholarly articles to educational videos, podcasts, and online discussions. This unrestricted access has empowered students to explore different perspectives, engage in self-directed learning, and develop a deeper understanding of citizenship education topics beyond the confines of the classroom.

In conclusion, the study provides insights into the



interplay between the integration of audiovisual materials and internet resources, and its impact on citizenship education for science students. It emphasizes the benefits of enhanced engagement, improved comprehension, and the creation of dynamic learning environments. Additionally, the study sheds light on the challenges posed by connectivity limitations and the need for adequate teacher training, while also highlighting the potential benefits of versatile multimedia resources. As educational practices continue to evolve, these findings offer valuable guidance for educators, policymakers, and curriculum developers seeking to optimize citizenship education for science students in a technology-driven learning system.

### Recommendations

From the foregoing discussion, the following recommendations are made;

- i. Educators should be trained to effectively integrate audiovisual material and internet resources into their teaching methods. This includes selecting appropriate resources and using them to enhance learning.
- ii. Adequate internet infrastructure should be provided within the college premises to ensure seamless access to online resources.
- iii. The curriculum should be updated to incorporate technology-enhanced learning approaches, ensuring alignment with citizenship education goals.
- iv. Establish a repository of high-quality audiovisual materials and internet resources specifically tailored to citizenship education, making it easier for educators to find suitable materials.
- v. Develop assessment methods that evaluate students' understanding of citizenship concepts while accounting for the influence of audiovisual materials and internet resources.

### References

- Abdullahi, B. (2017). The role of instructional materials in effective teaching and learning. *International Journal of Education*, 9(3), 65-72.
- Adeyangu, A. (2013). Enhancing learning with instructional materials. *Journal of Education and Practice*, 4(7), 94-100.
- Agina-Obu, K. O. (2015). Enhancing teaching and learning through instructional materials. *American Journal of Educational Research*, 3(5), 640-646.
- Bolick, T. (2013). Effective teaching and the use of instructional materials. *Educational Leadership*, 70(3), 45-51.
- Cable, J. (2012). The role of instructional materials in promoting student engagement. *Journal of Educational Technology and Society*, 15(2), 158-169.
- Efi, D. (2017). The impact of instructional materials on teaching and learning. *Journal of Educational and Social Research*, 7(1), 135-142.
- Nacino-Brown, A. (2012). The influence of audiovisual materials and the internet on citizenship education. *Journal of Civic Education*, 1(1), 32-46.
- Neo, E., & Neo, H. (2013). Citizenship education: Fostering informed and responsible citizens through audiovisual materials. *Journal of Educational Technology*, 26(2), 87-98.
- Ogunbote, A., & Adesoye, A. (2016). The use of audiovisual materials and the internet in citizenship education. *Journal of Digital Learning*, 25(3), 221-235.
- Omo-Ojugo, A., Ibhafidon, A., & Otote, O. (2009). Citizenship education and its impact on societal cohesion. *International Journal of Citizenship Education*, 4(2), 45-58.