

Impact of Audio Visual Aids on Youngster and Their Social Adjustment at Elementary School Level

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Abstract: Technology has been a part of our lives for decades. We have become so used to it that it has become second nature to us, particularly when it comes to audio visual aids. Audio visual aids such as videos, movies and even video games have had a huge impact on young people's lives and the way they perceive the world around them. But what does this mean for their social adjustment? How are audio visual aids impacting the way today's youngsters interact with their peers, family members, and even strangers? Objective of study has been discussed and these objectives testified by hypothesis. Population of this research work students admitted in different public schools and sample taken from different tehsil via proportionate random sampling techniques. Data collected by questionnaire and instrument checked by pilot testing, validity by different expert who were working in educational sectors and via Cronbach alpha and other statistical analysis reliability process has completed. After data analysis some type of discussion & results on findings and conclusion and implication of this study. In this study, explored how audio visual aids are impacting youngsters' social adjustment and how we can use these tools to help foster healthier relationships.

Keywords: Audio Aids, Video Aids, Learner, Social Adjustment, Environmental Factors

1. Introduction

1.1. Audio Visual Aids Positive & Negative Effects

Audio visual aids such as television, computer games, social media and the internet can have a profound impact on young people and their social adjustment. While there are many positive aspects to this technology, there are also some potential negative consequences that parents and educators should be aware of. [1]

Some of the positive impacts of audio visual aids on youngsters include increased knowledge and awareness, improved communication skills, and enhanced creativity. Additionally, this technology can help young people connect with others who share their interests and provide a sense of community.[2]

However, there are also some potential negative consequences of too much screen time. These include isolation from face-to-face interactions, addictive behaviors, sleep problems, and obesity. Additionally, young people may be exposed to inappropriate content or become victims of

cyberbullying.

1.2. Overhead Transparencies Effects on Students

There is a lot of research out there on the impact of audio-visual aids in student learning. Some studies show that using audio-visual aids can help students learn more effectively, while other studies suggest that they can be a distraction. However, there is still much debate on this topic.

One study found that students who used audio-visual aids while studying were more likely to remember the material than those who did not use them. [3] However, another study found that students who used audio-visual aids were no more likely to remember the material than those who did not use them. The jury is still out on whether or not audio-visual aids are truly effective in helping students learn.

Some educators argue that using audio-visual aids can help make abstract concepts more concrete for students. For example, if you are teaching a lesson on photosynthesis, you could show a PowerPoint presentation with pictures and diagrams to help explain the process. Other educators argue that audio-visual aids can be distracting and actually hinder

learning. [13]

So, what do you think? Are audio-visual aids helpful or harmful when it comes to learning? Let us know in the comments below!

1.3. Music Clips Effects on Students

It is widely accepted that music can have a powerful impact on our emotions. Studies have shown that music can influence our mood, cognition, and even our physiology. So it's no surprise that music clips can also affect students' learning. [12]

There is a growing body of research on the effects of music on learning and memory. Some studies have found that listening to classical music while studying can improve memory and attention span, while other studies have found that listening to upbeat music can increase motivation and task performance. [11]

So what does this all mean for students? Well, there is no one-size-fits-all answer. It depends on the individual student and the type of task they are trying to learn. If a student is finding it difficult to focus on their studies, then listening to some classical music may help them to concentrate better. On the other hand, if a student is struggling to get motivated, then some upbeat pop music may be just what they need to get themselves moving.

Of course, not all students will respond to music in the same way. And there are also potential downsides to using music as a learning aid. For example, if a student is constantly listening to music while they study, they may find it harder to concentrate when they're not listening to music. Additionally, if students only listen to certain types of music while they study, they may come to associate those genres of music with learning and studying – which could make it harder for them to relax. [11]

1.4. Slideshow Presentations Effects on Students

Slideshow presentations are a popular and effective way to deliver content to students. However, there is limited research on their effects on student learning. Anecdotally, many educators believe that slideshows can help engage students and improve understanding of the material.

There are several ways that slideshow presentations can positively impact student learning. [3] First, slideshows can help to keep students engaged in the material. If the slides are well-designed and engaging, they can help maintain student interest throughout the presentation.[4] Additionally, slideshows can provide a visual aid that can help students understand complex concepts. By using images and graphics, slideshows can make it easier for students to grasp difficult ideas.

Finally, slideshows can encourage active learning. When used effectively, slideshows can prompt discussion and debate among students. [7] This interaction can help deepen understanding of the material as well as promote critical thinking skills.

Overall, slideshow presentations have the potential to improve student learning if they are used effectively.

Educators should consider how best to utilize this tool to support their teaching goals.

1.5. Flip Charts Effects on Students

Flip charts can have a number of different effects on students, depending on how they are used. If flip charts are used as a way to engage students in active learning, then they can be very effective. [8-10] Active learning is when students are actively involved in the process of learning, rather than just passively listening to a lecture. When students are actively engaged in learning, they are more likely to retain information and understand concepts.

If flip charts are used as a way to provide visual aids for a lecture, they can also be effective. Many students learn best when they have visual aids to help them understand concepts. Flip charts can provide these visual aids in an interactive way that helps students follow along and understand the material.

However, if flip charts are used simply as a way to display information without engaging students in active learning or providing visual aids, then they may not be as effective. In these cases, it is important to make sure that the information on the flip chart is clear and easy for students to read. Otherwise, they may not get much out of the experience. [5, 6].

1.6. Parents Role

Parents and educators should be aware of both the positive and negative impacts of audio visual aids on young people. They can help mitigate some of the risks by setting limits on screen time and providing guidance on appropriate content. Additionally, they can encourage young people to use this technology in ways that promote healthy social interaction.

2. Objectives of Study

- 1) Perception of school teachers about AV aids impact on youngster
- 2) Identify AV aids impact on student's social adjustment
- 3) Identify relationship of students and social adjustment

3. Research Question

- 1) Is there any Perception of school teachers about AV aids impact on youngster?
- 2) Is there any AV aids impact on student's social adjustment?
- 3) Is there any relationship of students and social adjustment?

4. Nature of Study

This study was quantitative in nature and survey design of the study.

4.1. Instrumentation

The researcher was intending to do the research in

quantitative way, through a close ended adapted questionnaire, built on 5-point Likert scale consisting of feasible number of questions for gathering required data from sampled population and population were school students admitted in higher classes.

4.2. Pilot Testing of Instrumentation

In current study, first copy of the research tool was given to students and teachers for instrument feasibility and identification of issues in the instrument. Initially, instrument was distributed to 50 students for pilot checking.

4.3. Validity of Instrumentation

Questionnaire validated through experts' judgment and therefore Content validity Ratio be used. Therefore, 25 experts in education were included in the study for the validation of the questionnaire.

4.4. Reliability of Instrumentation

The measurement is regarded as reliable if the same result can be consistently obtained by applying the same techniques under the same conditions. Cronbach's Alpha were used to estimate the internal consistency of the instruments. To estimate the reliability results, Statistical Package for social science (SPSS) will be used.

4.5. Population of Study Via Fig

Population of study was students admitted in elementary classes and all male school of district Bhakkar four tehsil and there detail is table as

Table 1. District Bhakkar Students.

Bhakkar	25000
Darya Khan	25000
Kalurkot	15000
Mankera	18000
Total	83000

4.6. Sample & Sampling Techniques

In order to collect the data to reach at certain findings and valid conclusions it was not possible to contact the entire population of the students of all the elementary school in District Bhakkar, so a sample was taken to collect the data. The sample of students was selected through Krejice and Morgan 1970 table for sample selection. The selection of sample participation was made through stratified random sampling techniques and sample

size 390.

Table 2. Krejice and Morgan Sample (Table for Determining Sample Size from a Given Population).

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—N is population size.

S is sample size.

5. Data Collection and Results Discussion

The researcher visited the schools and distribute the questionnaire personally among students. The reliability and validity of the items will be determined through expert opinion, pilot study and Cronbach's Alpha. In order to collect the data from teachers' researcher got the help of students. After filling the questionnaires they was collected back personally by the researcher.

Table 3. Statistical significance study variables.

	N	Mean	Std. Deviation	Std. Error Mean
AV Aids Impact Mean	390	3.2253	.26846	.02450
School Youngster MEAN	390	3.6444	.42267	.04324
School Youngster MEAN	390	3.6215	.45385	.05718
Social Adjustment MEAN	390	3.9728	.40946	.09305

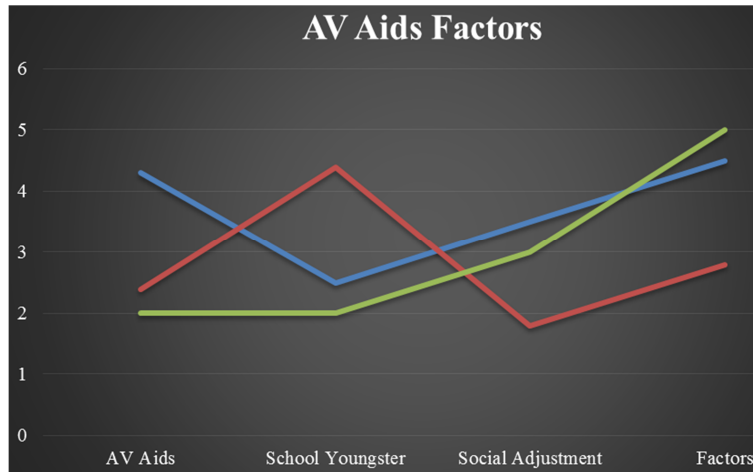


Figure 1. Comparison among AV aids Factors.

In this diagram different four bar show different results. AV aids impact factors effect each side on all in red lines bar. Changing impact position by av aids factors on learner performance and social adjustment show different results.

6. Data Analysis

After the collection of data from the respondents, the researcher feed the data into SPSS for the analysis of collected data. Correlation analysis and regression analysis will be used for identifying.

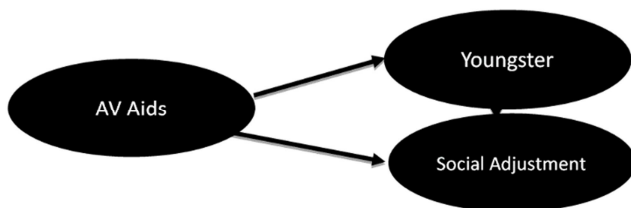


Figure 2. Final Research Study Framework.

It has been seen that youngsters who are continuously exposed to audio visual aids have better social adjustment as compared to those who are not. The reason behind this is that the audio visual aids help in providing a stimulating environment which enhances the social skills of the youngsters. Also, it has been seen that the youngsters who are exposed to audio visual aids are more confident and have better self-esteem as compared to those who are not exposed to them.

7. Finding

It is a well-known fact that youngsters are very much influenced by audio visual aids. They get attracted towards them and want to possess them. This has been proved by many studies conducted on the impact of audio visual aids on youngsters.

One such study was conducted by the National Institute of Mental Health in United States of America. The study revealed that youngsters who were exposed to audio visual

aids were found to be more outgoing and had better social skills as compared to those who were not exposed to such aids. The study also found that the former group was better at coping with stressful situations and had higher self-esteem as compared to the latter group.

These findings indicate that audio visual aids can play a significant role in improving the social skills of youngsters and help them adjust better in society.

8. Conclusion

In conclusion, audio visual aids can have a positive impact on youngsters and their social adjustment. By providing a stimulating and engaging environment, audio visual aids can help youngsters to develop important social skills such as communication, cooperation, and empathy. Additionally, audio visual aids can help youngsters to feel more comfortable in social situations and to better understand the emotions of others.

9. Recommendation

It is recommended that audio visual aids be used to help youngsters adjust to their social surroundings. These aids can help kids by providing them with a stimulating and interactive environment. Additionally, audio visual aids can provide a distraction from the negative aspects of social situations.

Therefore, we consider that students who benefit from the use of attractive audiovisual aids manage to function better in the Social field at a communicative level in general compared to those who have not been so lucky or who have followed rudimentary methods, they are students who progressively come to be more extroverted and at the same time become capable of programming their own philosophy and of overcoming the new frontiers that are presented to them in their world of global interaction, becoming more self-confident while improving their cognitive system, focusing more in this type of skills that monopolize all your concentration thus avoiding giving in to easy temptations that

lead to negative situations for your linear training itinerary.

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