UTILIZATION OF VISUAL DISPLAY INSTRUCTIONAL MATERIAL FOR INSTRUCTIONAL DELIVERY IN TECHNICAL COLLEGES IN KWARA STATE

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Abstract

The paper examined the utilization of visual display instructional materials for instructional delivery in technical colleges in Kwara State. Visual display materials could be regarded as an instructional material 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. 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 visualize 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 materials are provided to facilitate the teaching and learning process in technical colleges. 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.

Introduction

Visual display materials are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). There are many visual materials available these days. We may classify these materials as follows; visual materials are

which use sense of vision are called Visual display materials. For example models, actual objects, charts, pictures, maps, flannel board, flash cards, bulletin board, chalkboard, slides, overhead projector etc. Out of these black board and chalk are the commonest ones. The challenges of classroom instruction increases when prescribed a course to the class while course books (textbooks) are constituted with too many interactive expertise activities. Most significantly, it has become a common phenomenon to integrate textbooks with audio visual materials as additional or supplementary resource for classroom course learning activities. Visual display materials are those devices which are used in classrooms to

encourage students learning process and make it easier and interesting. Visual display materials are the best tool for making teaching effective and the best dissemination of knowledge (Ghulam, Khuram, Naqvi, Nadeem, 2015).

Instructional materials is an essential and important material needed for effective teaching and learning in technical colleges to promote teachers' efficiency and enhance students' performance. Instructional materials are information carrier which helps the teacher to promote his or her lecture to the learners in a precise and concise manner. Thus, facilitating productive and qualitative learning process. 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 (2016) 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 (2018) 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. Instructional materials are information multipliers because they are capable of providing learners with opportunities to learn beyond teachers' capabilities when utilized for instruction.

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. Sofowora and Egbedokun (2018) 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.

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. 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. Thus, such difficulty could be removed if mediated instructions are available (Sofowora & Egbedokun, 2018). Improper utilization of visual displayed materials and or their total exclusion during classroom interaction has some negative consequences on student's performance during examinations.

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. This has further proven the assertions of Sofowora and Egbedokun (2018) 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 over-emphasized. The implication of these conflicting reports calls for more research efforts in this direction. Therefore, the paper seeks to find out the utilization of visual display instructional material for instructional delivery in technical colleges in Kwara State.

Concept of Visual Displayed Instructional Materials

The concept of visual display instructional materials is perceived differently by various authors. According to Olaitan, Nwachukwu, Onyemaechi and Ekong (2018), instructional materials are those devices developed or acquired to assist teachers in transmitting organized knowledge, skills and attitude to learners within an instructional situation. 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.

Importance of Visual Displayed Instructional Materials

The fundamental importance of visual materials to the teaching and learning is manifold. Abdullahi (2018) 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 (2016) opined that the use of instructional resources would make discovery facts "glued firmly to the memory of the students". Savoury (2017) also quoted by Sugapriya and Ramachandran (2016) buttressed the points mentioned above on the effectiveness of instructional resources. He posited that a wellplanned and imaginative use of visual materials 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.

Additionally, the use of visual and sound materials in teaching and learning process helps the students to: visualize of phenomena with which teaching and learning deals, learn the kind of facts about this phenomenon, analyse the facts from a concept point of view, develop quick idea of concept learnt and apply taught concepts to real life experience (Oyesola, 2016).

Procedure for Utilizing Visual Displayed Instructional Materials for Instructional Delivery

Before selecting any medium for classroom presentation, there are some factors that needed to be considered. Strauss and Frost (2016) identify nine key factors that should influence media selection: institutional resource constraints, course content appropriateness, learner characteristics, profession attitudes and skill levels, course learning objectives, the learning relationship, learning location, time (synchronous versus asynchronous), and media richness level. Also, Oyesola (2016) highlighted the following points that must be in mind: making the materials visible, allowing learners to study the materials before application, and always introduce instructional materials at the appropriate time in the course of the lesson.

Importance of Visual Display Instructional Materials in Teaching and Learning

Instructional materials help the teachers to communicate effectively with students in order to achieve the desired objectives where ordinary words or verbalization have been found to be inadequate for effective teaching. Thus, it serves as a channel through which message, ideas and information are disseminated more easily. Hornby (2014) informatively explained that utilization is the process whereby use is made of available services at the individual's disposal, to derive maximum benefit or stated objective through available materials. These instructional materials or resources include the tools, textbooks, visual materials, audio materials, mock-up, and improvised materials and so on. Olagunju and Abiona (2018) also stated that resource utilization is the process whereby instructional materials is systematically managed and organized, towards meeting the end goal. It was further added that in a school, teaching materials that are available should be utilized such that it will enables the students to acquire desirable learning competencies. Utilization of standard instructional materials in teaching had been known to be fruitful learning since it stimulates student's senses and motivates them. Ekenedo (2014) pointed out that there is a relationship between knowledge of a skill and the actual utilization of such knowledge even when it comes to teaching and learning in technical colleges. Utilization has been further described as the actual patronage of the education facilities, equipment and supplies by the education teacher in teaching in technical colleges.

Problems of Visual Display Instructional Materials Utilization in Technical colleges

Oyedele (2016) emphasized that in everywhere, teachers need to make the fullest use of print

materials. The author noted that one of the reasons why available materials are not used before by many teachers in school and colleges is that the teachers lack the necessary in this area. Obi (2016) highlighted the problems of lack of time in the school time table for effective utilization of instructional materials for effective the author pointed out that the present practice of 35minutes and two periods in a week does not augur well for chemistry and physics subjects. The author also pined that effectiveness and efficiency in classroom and thorough supervision to be achieved the number of students in the class should be fifteen. Time has always be a major constraint in the effective utilization of instructional materials for effective most of these materials consume a lot of time to set up and dismantle within the allowed time on the table. There are many challenges in using visual display materials. These challenges include:

i. **Funds:** stated that "to create suitable environment for teaching and learning and produce the materials and equipment for teaching is a necessity" Thus Ukeje (2016) highlighted the centrality of financial provision in the advancement of educational objectives. The researcher that the "issue of educational is clearly the central pivot". This is so because the vital issue of the nature, quality, and efficacy of educational system largely depend on the lavel as well as the appropriateness and management of the financial provision.

ii. **Lack of Accurate statistical Data of the Teaching Materials:** Accurate statistical data of teaching materials are very important in the educational sector. Proper records of teaching materials (human and material) will help in effective management utilization and achievement of educational objectives. Some administrations fail to provide accurate and reliable data on the number of staff, learners enrolled and even materials available. These militate against effective management and utilization of teaching materials.

iii. **Poor Maintenance culture:** Facilities and instructional materials for effective are not adequately maintained. Some administrations prefer building new classroom instead of maintaining the old ones. Laboratories and their equipment are allowed to waste, text books and other instructional materials for effective are allowed to rot away in the cartons, instead of displaying them on the shelves for easy retrieval and usage. The management and utilization of these teaching materials are not encouraging. There is need to re-dress the situation for effective learning to take place.

iv. **Policy on maintenance, management and utilization of teaching materials:** policy provides guidelines on the type of action to be taken on any issue. Where there is no policy, administration will act without a guide. Olutola (2013) noted that "in Nigeria, there has not been a clearly defined policy on maintenance culture, either in educational infrastructural facilities or laboratory facilities" This implies interlay, that lack of policy on maintenance; management and utilization of teaching material affect the achievement of educational goals and objectives.

v. **Inadequate facilities and laboratory facilities:** students learn better when the facilities like buildings, comfortable seats for teachers and

student, equipment, electricity and good water supply and instructional material are available. When these facilities are lacking learners cannot learn well and these affect the achievement of educational objectives. The available teaching materials should be managed and utilized properly.

Conclusion and Recommendations

Instructional materials in visual displayed form convey meaning expression that promote learners' interest and facilitate teaching learning process. Visual displayed instructional materials for effective teaching and learning process in Nigerian technical colleges had been examined and it can 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.

In view of the findings 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 material like computers, projector, realia and other relevant instructional materials are provided to facilitate the teaching and learning process in technical colleges.
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 display 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.
5. Technical should always encourage students to visually demonstrate what they have learned.

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