

**Investigating the Use of Audio-Visual Aids in the Teaching and Learning of  
History: A Case of Selected Secondary Schools in Karonga.**

By

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A thesis submitted to the Faculty of Education in partial fulfilment of the requirements for  
the degree of Master of Education in Teacher Education

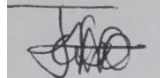
At

Mzuzu University

April, 2025

## DECLARATION

I declare that this thesis is all my own work under the guidance and supervision of my supervisor and has not been submitted for any other degree in this country or in any other university outside. Material written by any other individuals have been appropriately cited and acknowledged



Signed \_\_\_\_\_

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## **ACKNOWLEDGEMENTS**

Special thanks should go to the Almighty God for the gift of life which has enabled me to go this far with my studies. Also, special thanks to my supervisor Professor Bryson Nkhoma for all the advice, assistance, and direction with regards to this thesis writing. His advice has paid it all. I would also like to thank Dr. M. Mdolo our coordinator and all the staff in the education department for their role towards completing this master's degree. Thanks too, to all the head teachers, teachers, and students who assisted me with the information needed for my study. Lastly, my fellow classmates/colleagues, I thank you for your support, and friendship.

## **DEDICATION**

To my late parents, Mr. J. and Mrs. F. Chirombo for their love, care, support, and advice they gave me whilst alive. To my husband Lewis Tukula, thanks for your support spiritually, financially, and for always being there for me and the kids, I love you. To my daughters Tawina and Tiyamike, I love you. Lastly, to my brothers and sisters, Steven, Peter, Dr. James, Ruth, Chrissy and Zione for being there for me and my family.

## **ABSTRACT**

There is a lot of literature on the use of audio-visual (AV) aids in the teaching and learning of History in many countries. However, there is limited information on how History teachers use AV aids in Malawi. This study investigated the use of AV aids in the teaching and learning of History from selected Secondary Schools in Karonga. It explored the types of AV aids used, how they are being used, effects of AV aids, and the challenges teachers face in the use of AV aids. A total of 30 participants comprising 24 form three History students and 6 form three history teachers were interviewed. In terms of methodology, a qualitative approach, constructivist paradigm, and case study research design were used. Convenience, purposive, and simple random techniques helped in choosing the sample while document analysis, lesson observations, focus group discussions, and interviews were used as data collection methods. Data was analyzed qualitatively where themes were generated based on research objectives. The study found that both AV aids like computers, projectors, TVs, radio and other materials like textbooks, charts are used in History classroom. These aids are used to search for information on the internet, conduct discussions/debates, and acquisition of skills, among others. While AV materials are critical in improving students' understanding of Historical concepts and lessons, performance, motivation, and most importantly, in preparing them for life after school in the technology age, the inadequate use of these materials in secondary schools since they are costly, and teacher's lack of expertise deny the students an important skill. The study recommends to government and schools to make AV aids abundantly available in schools, organize in service-trainings for teachers to ably use these materials, integrate digital elements in the Malawi History curriculum, and provide internet connection.

## **GLOSSARY OF ACRONYMS/ABBREVIATIONS USED**

NED	Northern Education Division
AV	Audio-visual Aids
TV	Television
LCD	Liquid Crystal Display
VCD	Visual Communication Design
ICT	Information and Communication Technology
MOEST	Ministry of Education Science & Technology
CD-ROM	Compact Disc Read-Only Memory
NES	National Educational Standards
MZUNIREC	Mzuzu University Research Ethics Committee
VLE	Virtual Learning Environment
NSS	National Secondary Schools
DDSS	District Day Secondary Schools
CDSS	Community Day Secondary Schools

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## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Introduction**

This chapter presents an introduction to this study on investigating the use of audio-visual aids in the teaching and learning of History: A case of selected Secondary Schools in Karonga. It focuses on the four specific objectives that guided the study namely: identifying the types of audio-visual aids in the teaching and learning of History, assessing how the audio-visual aids are used in the teaching and learning of History, the effects of using audio-visual aids in the teaching and learning of History, and lastly analysing the challenges faced by teachers in using audio-visual aids in the teaching and learning of History. The thesis has been divided into five chapters namely: introduction to the study, literature review, methodology, findings and discussions, and lastly summary of findings, conclusion and recommendations.

#### **1.2 Background of the study**

The history of instructional materials can be traced back to the First World War where it was used by the United States of America (USA) to train its soldiers (An, 2021). The visual instruction, which started first, facilitated learning among the USA soldiers in museums where visual media like photographs, slides, and films were used. As media began incorporating sound in the 1920s, the visual instruction movement was expanded to the audiovisual instruction movement (Finn, 1972; McCluskey 1981). The audiovisual instruction movement continued to develop despite the adverse economic problems which were as a result of the Great Depression, which started in 1929 (An, 2021). A wide variety of audiovisual materials and equipment, such as training films, film projectors, and overhead projectors, were extensively used to train U.S. military personnel and to prepare U.S. civilians to work in

industry (Reiser, 2018; Saettler, 1990). Since the onset of the history of instructional materials during the First World War to the 21<sup>st</sup> century, a number of technological discoveries and developments have been made which are very instrumental in the field of teaching and learning.

This study, therefore, examined the availability and use of audio-visual aids in the teaching and learning of history. According to Pathak (2003), audio-visual aids refer to “instructional materials that stimulate auditory or visual senses, or both, and thus help the child to receive knowledge or information with greater intensity” (p. 63). According to Padhi (2021), audio-visual aids are categorized into three based on their nature and purpose. The first category is audio teaching aids, where learning is done through the use of sound. They may take the form of tape-recorder, radio, gramophone, and audio record player. The second category is visual teaching aids where learning is achieved through the sense of sight and they include charts, black and white boards, maps, pictures, models, textbooks, slide projectors, flashcards, and print materials. The last category is audio-visual teaching aids where both auditory and sight senses are used at the same time like Liquid Crystal Display (LCD) projectors, film projectors, Television (TVs), computers, Visual Communication Design (VCD), virtual classrooms, multimedia, gramophone, and others. Audio-visual aids provide significant gains in informational learning, retention, recall, thinking, reasoning, activity, interest, imagination, and many more. They are stimuli for learning 'why', 'how', 'when', and 'where' (Padhi, 2021).

The audio-visual aids are very important in the teaching and learning of History because of different reasons. According to Ogah (2023), audio-visual resources help to make events that took place long ago look real to students and indeed reduce the abstract nature of the teaching of history. Pathak (2003) argues that “their appeal to the mind is quite irresistible as a

combination of visuals with voice or touch lends reality and life to the experience and knowledge, thus gained, gets imprinted on the canvas of the mind of the child” ( p. 63).

In Malawi, the National Education Standards (NES) identifies the minimum requirements that all schools should aim to achieve which, among others, include making effective use of teaching and learning resources and involving as many students as they can in learning activities. Efficient and effective use of the resources available is essential for the schools to operate equitably and in the interests of all the young people it serves (MoEST, 2013). Use of audio-visual aids not only does help teachers in delivering the content, but also improves the performance of the learners.

The use of audio-visual aids in History education is also advocated in different countries globally. For example, in Nigeria, the need for instructional aids at the secondary school level is supported by Sections 4-23 of the Nigerian National Policy on Education (NPE). The NPE recommended that each state and local government authority should establish a Teachers' Resources Centre where teachers will meet for discussion, investigation, study workshops, and conferences. These centres shall also be used for the development and testing of teaching materials (Murania, 2015). In the USA, the California Department of Education claims that History instruction is presented as a well-told story with continuity and narrative coherence based on the most recent data. The History curriculum recommends the provision of specific resources for the effective implementation of each topic. These include textbooks, visual aids such as maps, charts, and pictures, audio-visual aids such as films, and the use of museums as well as resource persons (CDE, 2003).

The above has briefly narrated issues on how the history of instructional materials, specifically the audio-visual aids took the center stage in the teaching and learning process. It has clearly elaborated why there was a need for such developments in education. It is against this context that several studies have been done to highlight the importance of including the audio-visual aids in the teaching and learning of history. For instance, the National Education Standards (NES) have shown the reason why it is necessary to make good use of the audio-visual aids. At the same time, modern History instruction recommends the incorporation of current materials for the students to get the necessary life skills that can be used later in life. The more the audio-visual aids are being used, the more students will be interested and motivated to learn History. This will have a positive outcome as more students will opt to study History, thereby increasing its significance in the field of education.

### **1.3 Statement of the problem**

Several studies worldwide have reported that teaching and learning of History in schools is dominated by teacher-centered approaches, whereby the teacher is the only transmitter of knowledge, leading to rote learning on behalf of the students. A point worth noting is that audio-visual aids are very significant tools in the implementation of History education in schools. They help teachers to convey knowledge in classroom very easily without problems while, students are assisted in the mastery of the subject matter/content/concepts. A very well-planned instruction using the audio-visual aids is also very necessary as the students get the motivation, attention and interest when learning History. The use of audio-visual aids also prepares students for life outside school through the acquisition of different skills like research and communication, which is very useful for the development of an individual and the world at large. The skills gained are also central in the field of education as more research may be conducted on how best to improve the quality and educational standards of the nation.

However, there is much concern that most History teachers do not use audio-visual aids in History classrooms which, apart from other factors, play a vital role in increasing the performance of students. This is evidenced by what most History teachers lament during the continuous professional development meetings that schools have inadequate audio-visual resources, especially in the Community Day Secondary Schools. The non-use of audio-visual aids by History teachers in most schools is affecting how students are learning, which has a bearing on their performance. For instance, according to the Planning, Monitoring & Evaluation Department (2023), in terms of distinctions per subject at school level, the highest score was from a National Secondary School with 40 distinctions in History against 353 distinctions from all the subjects offered at MSCE. In District Day Secondary Schools, the top school scored 24 distinctions against 89, whereas from the Community Day Secondary Schools, the highest score was 2 out of 25 distinctions. This shows that the schools in the Northern Education Division did not do well in History in the 2023 MSCE examinations, per the report findings, as the majority got passes and even failed. Non-use of audio-visual aids is also contributing to more students dropping History, as it is considered by many not to be interesting, dull and does not motivate them as compared to other subjects like the sciences. If audio-visual aids are not used in the teaching and learning of History, it decreases the level of understanding, retention, and recall of information by students as learning is made difficult and abstract. This also reduces the interest, attention and motivation of the students to learn as they are unable to interact with the materials, resulting to poor performance and more dropouts of the students.

Similarly, non-use of audio-visual aids prevents students from getting the current life skills which can be used later in life after completion of school in the corporate world. This puts them at a disadvantage in securing jobs in a digital world. Lastly, although the outcome-based

education curriculum (OBE) aims at training the child holistically, the History curriculum does not hinge on the use of Information and Communication Technology (ICT) tools though their roles are very important in modern History education. Other studies have also highlighted how non-use of teaching materials affects the study of history. Argued by Mwenda (2022), the unavailability of teaching and learning materials like technological devices is contributing to fewer students opting to study History. Bonga (1990) asserts that the unavailability and poor use of instructional materials also affect the students' performance at MSCE level. Similarly, Dzikanyanga (2017) discovers that the lack of teaching and learning materials is affecting the implementation of the Alternative tradition. Rightly put, there is a gap between the potential of new technology to enhance the teaching and learning of history and its current use in schools.

## **1.4 Objectives**

### **1.4.1 General objective**

The general objective of this study was to investigate the use of audio-visual aids in the teaching and learning of History in selected secondary schools in Karonga.

### **1.4.2 Specific objectives**

The specific objectives of this study were to:

- Identify the types of audio-visual aids used in the teaching and learning of History.
- Assess how the audio-visual aids are used in the teaching and learning of History.
- Explore the effects of audio-visual aids in the teaching and learning of History.
- Analyse the challenges teachers are facing in using the audio-visual aids in the teaching and learning of History.

### **1.4.3 Research questions**

Drawing from these objectives, the study sought to answer four key questions. The questions were:

1. What are the types of audio-visual aids used in the teaching and learning of History?
2. How are the audio-visual aids used in teaching and learning of History?
3. What are the effects of using audio-visual aids in the teaching and learning of History?
4. What are the challenges teachers face in using the audio-visual aids in the teaching and learning of History?

### **1.5 Justification of the study**

This study is significant in various ways. In general, the study will help steer the government and proprietors of schools to recognize the need to adequately equip schools with current and appropriate audio-visual materials to help in the acquisition of historical information. Through the study of History people know the past of society and how it has progressed over time (Pathak, 2003). History promotes the important skills of critical thinking, problem-solving, decision-making, reasoning, interpretation, information gathering, synthesis, and analysis, which become useful for national, and personal advancement and economic growth (Ruto and Ndaloh, 2013). These are skills in considerable demand in administrative, managerial, decision-making, and research-oriented jobs. In addition, instilling in teachers, including myself the habit of using audio-visual aids appropriately in the teaching and learning process in order to arouse interest and determination among students. Lastly, curriculum developers to continually organize workshops, seminars, and conferences to train teachers on how best to effectively use audio-visual aids in History classrooms to achieve high standards in education.

## **1.6 Theoretical framework**

The study used the Cognitive Load Theory. This theory was developed by the Australian educational psychologist John Sweller, who suggests that our working memory is only able to hold a small amount of information at any one time and that instructional methods should avoid overloading it to maximize learning (Sweller, 1994). The amount of mental effort that is necessary to process information is referred to as the cognitive load. Learning is hindered when the amount of mental work to be done is greater than the capacity of the working memory (Reese and Taylor, 2016).

The cognitive load theory is categorized into three. The first category is called intrinsic cognitive load. This load is related to the difficulty and complexity of the subject matter being learned and is impacted by the prior knowledge (Tharby, 2020). The second one is the extraneous cognitive load. This encompasses unnecessary information or activities such as noise or non-germane activity or stimuli. This acts as a barrier to integrating the new knowledge from the working memory into the long-term memory. As teachers, extraneous cognitive load can be reduced by selecting appropriate explanations, instruction, and presentations to enhance the learning process (Tharby, 2020). The last load is known as germane cognitive load. This load scaffolds the learner to construct viable and relevant schemata related to the activities that the students do (Reese and Taylor, 2016). Schemata are cognitive structures that allow information temporarily stored in working memory to be transferred into long-term memory and thus reduce working memory load (Mestre, 2012).

According to cognitive load theory, short-term or working memory has a limited capacity. If a person's working memory is overloaded, that person may not be able to process anything well, thus leading to poor understanding, retention, and learning (Sweller, 1994). The extraneous

load should be the easiest to reduce. When reduced, it is less likely that students' attention will be distracted from the content, and more likely that they will understand and learn successfully. The load on working memory needs to be minimized in each of these areas so that students can process information more effectively and learn better (Mestre, 2012). Care must be taken to design instruction in such a way as to not overload the mind's capacity for processing information. Research has shown that instruction using static graphics and visuals can be as effective or more effective for learning since it places fewer demands on our short-term memory (Mestre, 2012).

The theory applies to my study which is investigating the use of audio-visual aids in the teaching and learning of History. The use of audio-visual aids assists learning by simplifying the content/concepts for easy understanding and retention. Use of audio-visual aids reduces the load on the working memory (Short-term), which stores information for a short period. This can maximize learning because the resources used can significantly reduce mental strain and improve educational outcomes, since by organizing complicated material through the use of diagrams, graphs, maps, films, and videos can help make the information easier to understand, recall, and retain. Audio-visual aids can help to highlight crucial points and relationships between ideas, minimizing the amount of time that students need to spend looking for this material in their working memories. The idea that learning is at its most efficient when the amount of mental work being done by the learner is kept to a minimum is one of the fundamental tenets of the Cognitive Load Theory (Leppink and Heuvel, 2015). This was evidenced in most of the lessons observed where by use of the audio-visual aids by teacher's indeed facilitated learning. Students did not have difficulties in comprehending the lessons at the same time, teaching was also simplified as the materials assisted the teachers in the lesson delivery. Cognitive load theory upholds that linking the verbal and pictorial models helps the

two to complement and assist each other. The presentation of information in a manner that may be comprehended and processed by the brain with less effort is made possible through the utilization of audio-visual aids can contribute to the reduction of cognitive load.

### **1.7 Scope of the study**

The study was conducted in the Northern Education Division, particularly in Karonga District using six selected secondary schools. The study collected data from 30 participants. The results of the study could not be generalized since only a few schools were used as a sample. However, the results will help to shed more light on the use of audio-visual aids when teaching and learning History

### **1.8 Layout of the study**

Below is the composition of the thesis.

Chapter 1 introduces the thesis. It focuses on the background of the study, the statement of the problem, the research objectives and questions, the significance of the study, theoretical framework, and scope of the study and delimitations. Chapter two reviews the literature on different types of audio-visual aids that are used in the teaching and learning of History, how teachers use the AV aids, the effects of the AV aids, and challenges teachers face in the use of the AV aids. Chapter three describes the research methodology that was followed in gathering information for the study. It highlights the study paradigm, approach, design, data collection methods and instruments, sites/location, participants, sampling method, sample size, data analysis, trustworthiness, and ethical consideration. Chapter four presents the key results, thesis analysis and discussion. The results have been presented around the research objectives. Chapter five provides a summary of the research findings, conclusion, recommendations, and areas for further study.

## **1.9 Summary**

The chapter has presented the brief background of the study on the use of audio-visual aids in the teaching and learning of history. It has also looked at the problem statement, objectives, research questions, justification, the theoretical framework that guided the study, scope of the study, and the layout of the thesis.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature on the subject. It does this in line with the specific objectives on the study namely: types of audio-visual aids used in the teaching and learning of History, how the audio-visual aids are used in teaching and learning of History, the effects of audio-visual aids, and lastly, the challenges teachers are facing in the use of audio-visual aids in the teaching and learning of history.

#### **2.2 Types of audio-visual aids used in the teaching and learning of History**

Scholars have made effort to examine the types of audio-visual aids in schools. The first one is Phillips (2008). The study urged students to use the existing and emergent technologies. Information and Communication Technology (ICT) can be used to research information about the past, process historical data, select, categorize, organize, and present their findings. ICT helps learners to do many low-order tasks much more quickly so that they have time to focus on authentic, higher-order, historical thinking. Using ICT more activities can be used to engage the learner's very essential to the acquisition of historical information. Besides, a computer is a valuable tool for teachers as it can change the way students learn in class as it helps students understand concepts in more effective ways and also helps teachers to teach effectively (Kandasamy and Shah, 2013). Use of computers promotes the interactive learning among the learners as they are able to create their own on meanings and understandings of concepts hence needs to be encouraged in schools. Similarly, Haydn (2002) argue that through ICT more and more Historical topics where an archive of quality resources and purposeful suggestions for pupil learning are accessible. Both teachers and students can significantly gain more by using the audio-visual aids. The information accessed from using the technological devises can be

complemented with the information obtained from other sources. This can help in reducing the abstractness associated with History as a subject. “If the relationship between ICT and the discipline of History is not explored in teaching and learning, there is a danger that we will be doing our pupils a disservice, and limiting how they learn and benefit” (Haydn and Counsell, 2003, p. 3). If school History is to be both balanced and challenging, pupils need to see a provocative diversity of materials. The quality and volume of useful resources available digitally to the History teacher will mean that teachers eschewing their use will be placing themselves and their pupils at a disadvantage in the same way as it would were they to avoid using moving images, pictures, or books (Haydn and Counsell, 2003).

Similarly, PowerPoint is a very a tremendous device for pupil presentation, but it also provides opportunities for innovative teaching to take place (Smith, 2010). He further comments that, “visual images could be presented with attention drawn to particular features, whilst lecture slides could feature embedded video clips, downloaded from sites” (p. 99). In line with what has been pointed out, using PowerPoint in such a way increases the participation of the students in the classroom as their imagination is widened to think beyond what they could see and hear. This brings different meanings and explanations to the same concept making the study of History more meaningful and interesting. According to Smith as cited in Hunt (2007), “PowerPoint is most effective when it is used in very simple ways to engage attention and to stimulate thought, speculation and discussion, rather than as a vehicle to convey large amounts of information” (p. 84). Implementing this idea in class by History teachers can help increase the student’s performance as information is presented in such way that it does not encourage rote learning on the part of the students but rather promotes more engagement with the lesson throughout. Smith (2010) argues that, “the immediate availability of clear, colorful text, with high-quality images, and perhaps also sound and moving images, attracts and retains pupils’

attention far more readily where also a difficult concept can be made to appear relevant” (p. 83).

In addition, the use of online teaching and learning materials also help the teachers in conveying knowledge, ideas, information, and skills (Dhanabalan and Awang, 2023). These materials make teaching and learning of History more interesting, practical, realistic, and attractive. Also, online learning is more reactive or interactive and could amongst other things support the development of Historical arguments (Phillips, 2008). Online learning is significant due to its potential to make learning more accessible and flexible. In support of their study, using online materials to teach and learn History exposes both teachers and students to different information readily available. The information can be obtained any time either at school or home. This increases the time for learning and studying for students. However, despite their significance to the study of History, online learning materials can as well affects how knowledge is acquired by students if used to access information not in line with the curriculum.

Besides, using the internet through the computers or phones also promotes the study of History in schools as established by different studies. For instance, Boadu (2014) states that students perceived the internet as an exciting way to learn History because it enabled them to search for information and tried to make sense out of the multiple sources they themselves found. Students can learn Historical events from multiple perspectives with the aid of the available technology. “History subscription sites have also become more sophisticated and attuned to providing materials that complement what can be done in the classroom, and support structured inquiry and thinking, rather than just providing more stuff” (Haydn and Counsell, 2003, p. 27). The internet has changed the ways of teaching and learning of History by providing teachers and learners with immediate access to information. However, it should be known that access to

different information on the internet by both teachers and students can only be possible if schools are connected to the internet which is a problem in most of the schools.

Likewise, increasing numbers of History student teachers are routinely using web-based materials as part of their classroom teaching. Davies (2011) argues that these sites help develop students' and teachers' subject knowledge and reminds them of why they were interested in History in the first place. In line with Davies, there are a lot of Historical sites on the internet where both teachers and students can use to access limited information related to the curriculum. This can be accessed even at home by students after school. He further argues that use of clips from YouTube can help History teachers to access the collections that have been built up by history teachers with a particular interest in web resources. For instance, "The Historical Association's website now features 'web trails', which provide access to collections of articles on particular key concepts and that some History teachers make more effective use of this digital community of practice in History education" (Davies, 2011, p. 242). Although the internet is currently and mostly used to get information, if not used properly, it can as well lead to poor performance of students as they tend to use it for the wrong reasons. For example, searching for the information that do not support the History curriculum. At the same time, only students that have access to the phones and the internet, and knows how to operate the gadgets can benefit on the expense of others.

In addition, the use of Compact Disc Read-Only Memory (CD-ROMs) which work like a music CD but can contain text, pictures, and sound can also necessitate History learning (Lello, 2001). CD-ROMs are clear and easy to use. They can capture the interests of the learners as both the visual and audio aspects are used at the same time. The only challenge with this type of audio-visual aid is that it is not commonly found and used in most of the schools in Malawi since it

is expensive hence limiting its impact in teaching and learning of History. Lello further states that “the use of films not only give a physical record of a story or an event, but they also are important in themselves” (p. 46). The film becomes a piece of history as it tells the story in a manner true to its period. Films create a sense of realism since they also can put faces to name. However, the same films can disturb the learning process if they are not used for the purpose they intend to serve whereby students are using it for entertaining purposes or time to relax. Films can also give the wrong information to the students if more attention is not adhered to.

In prolongation, televisions (TVs) and video recorders can be used in History classrooms for a variety of teaching purposes since they are easy and flexible to use in terms of fitting into a lesson (Haydn, 2002). TVs can be used in classrooms to solicit arguments from the students based on what they have viewed (Pathak, 2003). To be effective, students should be mentally prepared to discuss the information that they would receive from the film. For instance, telling the students that the film show will be followed by a question-answer session where they will be required to give their reactions based on what they have watched. “Use of television in the teaching and learning of history not only interests and motivates learners but also brings reality to the classroom” (Lello, 2001, p. 130). TVs can also be used effectively when a topic is introduced in the classroom to get the full attention of the learners. This can make learners to be more engaged, focused, and interested during the instruction time as their full attention is channeled towards the material. The film can also be used to highlight crucial points the students failed to understand, or to stress the importance.

The use of textbooks should be regarded only as one of the several useful materials that will aid in making lessons more exciting and more interesting (Chiponda, 2014). They signify particular constructions of reality and reflect the values and aspirations of the society they

serve. Textbook represents an interpretation of the past, and History textbooks are the central medium of information and are also an important mode of communication (Chiponda, 2014). On the other hand, slides and silent motion pictures give learners vivid and detailed information. Silent motion pictures can give them the story of a period or an event. Use of the pictures can also help the students to create multiple meanings to a concept hence widening their imagination and creativity to think beyond what they see. According to (Pathak, 2003), what we see on the screen has a very powerful impact on us. This can make learning of History real hence captivating the interests of the learners.

Based on the literature reviewed, the studies are very important in the teaching and learning of History because they have managed to highlight the significance of using them in the first place and how necessary they are in the 21<sup>st</sup> century. For example, the issue of increasing motivation, interest, and simplifying learning on the part of the learners as they are interactive in nature. Also, they have stressed how different skills can be developed in learners if they are effectively and efficiently used. Likewise, some audio-visual aids are not available in most of the schools hence reducing their usage due to them being very expensive. The studies have also failed to indicate different activities learners can be given to get the desired skills, knowledge, information, and ideas that can be used to assist in learning. On top of that, most of these studies were conducted elsewhere outside Malawi leaving a huge gap in the use of technology to teach history in schools. There is still need to understand the use of AV aids in history within the Malawi context.

### **2.3 Use of AV aids in the teaching and learning of History**

The other area that has been studied is that of teacher's use of audio-visual aids. According to Blair (1995), learning is no longer a matter of passively receiving information; you can become

actively involved in the process yourself, answering quizzes, manipulating images, summoning up pictures or music, and pasting together your notebook of words, images, and sounds on screen. Audio-visual aids provide variety and therefore allow pupils with different learning styles to feel that their needs are being recognized and catered for. Use of virtual visits as one of the audio-visual aids can be used to compare museums and historical heritage. Virtual visits allow pupils to compare, analyze, and appraise more sites than might normally be possible, and also help pupils to taste the feel of a place (Counsell, 1998). Also, they encourage an inquiry into history or immersion in the past. According to Fork (2014), using the virtual History museum, students can spend endless amounts of time combing through the boundless contents of the ever-expanding virtual History museums from the comfort of their school or home. With this resource, they are not missing out on the valuable information that the museums are offering. Despite its significance to the History classroom, its use is limited only to schools that are fully equipped with technological equipment and are fully connected to the internet. Thus, only schools that have access to the computers have the advantage over other schools where such audio-visual materials are not available. "Participating in the forums also develops pupils' ability to argue, consider hierarchy, and challenge historical interpretations" (Smith, 2010, p.107).

Additionally, PowerPoint can be used for pupil presentation apart from providing opportunities for innovative teaching to take place (Smith, 2010). PowerPoint can be used for presentation by either displaying images or for a lecture-style lesson. However, teachers have to bear in mind that overusing PowerPoint in every lesson can also bring monotony to the class. In addition, it can lead to teacher-centred teaching approach if the students are not involved in the classroom activities. Smith as cited in Hunt (2007) comments that PowerPoint in History classrooms can be used to engage attention and to stimulate thought, speculation, and

discussion among students rather than as a vehicle to convey large amounts of information. Inclusion of static images and text, and short video clips can help learning in history classrooms as information may be easily processed, and understood as the abstract information associated with history is made concrete.

Similarly, TVs can be used effectively when a topic is introduced, summarized, or highlighted (Lello, 2001). The TVs in History lessons can also be used for questioning purposes to test students understanding of a particular issue/concept. Before, in between or at the end of the film, students can be asked questions based on what they have watched. This can assist in rectifying problems which may have erupted. Similarly, TVs can also be used in classrooms to solicit arguments or debate based on what they have viewed. This can increase the interest and motivation rate of the students as they are fully taking part in the teaching and learning process. Lello (2001) states that “for the teacher, films have the distinct advantage of flexibility; it is possible to buy loops of useful shots, or to stop a film and discuss a particular aspect, or to repeat a section if it has particular relevance to a class” (p. 46). All of these methods are assets to teaching History. According to Pathak (2003), a list of questions can be given right in the beginning to readily prepare them for answers after the show. Giving out of questions in advance increases the attention and listening skills of the students.

Virtual Learning Environment (VLEs) as another form of AV aid can be used to build up a discreet learning community that can access, interact with, and contribute to an online course both at school and at home (Smith, 2010, p.106). VLEs can also be used to create discussion forums, and host quizzes. Having access to the internet in schools can help both teachers and students to learn history online and access different information available on the web. The use of VLEs in History classrooms just like the computers can increase the interactive learning

between teachers and students, and between students themselves. Learning can also be maximized as one gets immediate feedback by asking questions and getting answers instantly. Teachers can create forums where students can get connected using their phones, where teaching, debates, and discussions on different lessons can be exhausted. VLEs can help the teacher to cover the syllabus faster as more learning can take place even outside the classroom walls. Thus, additional time can be created using the VLEs. However, this depends on the teacher's expertise on how to create such online forum where students can get connected and access information anytime.

On top of that, "ICT has the potential to get pupils to do History outside of the history timetable both between teacher and pupils, and pupils themselves" (Haydn and Counsell, p. 29). ICT can also act as a discussion forum, making it very enjoyable and effective for students. These enable pupils to discuss features of a topic, using either existing knowledge or as a result of targeted research. The forums can be in the form of a debate, which can be carried outside the classroom. This can help other students to clearly understand the concepts. ICT can be used by students to "search, annotate, organize, classify, draft, redraft, and save that fundamental information" (Smith, 2010, p. 95). Students can be asked to look for information on the internet related to the topic, where organization, classification, and drafting can be conducted. Acquiring these types of skills will be very useful in their day-to-day lives as the world is technologically driven and having skills and competence in ICT cannot be underrated. However, there is need for the students to be supervised when using the ICT if learning is to be maximized.

The above reviewed studies have managed to highlight how different audio-visual aids can be used by both teachers and learners in classroom to get the significant Historical information. They have also displayed the importance of learner's involvement in as far as learning is

involved. On the other hand, one of the biggest challenge is that most of these audio-visual aids did not outline how best teachers can handle them effectively since they require the teacher's knowledge and expertise as most teachers seems to lack hence limiting the rate and frequency of their use. Therefore, the aspect of less or little knowledge and expertise on the use of AV aids by history teachers will be addressed in the study to increase usage of technological devices in history classrooms.

#### **2.4 Effects of using audio-visual aids in the teaching and learning of History**

Apart from studies being conducted on the types of AV aids, and how they can be used in the teaching and learning of history, some scholarly work was also done on the effects of the use of audio-visual aids.

The use of ICT is ideal because it increases the amount of information available to both teachers and students. ICT bring the libraries and archives right into the classroom; as such, the students can access anything they want (Mwenda, 2022). Additionally, Tella et al (2007) argue that technology tools especially the internet, can help facilitate the process of accessing more information by providing the teacher and students alike with an opportunity to have easy access to current events. More Historical information can be accessed from the internet, which can facilitate both teaching and learning. When History education is carried out by traditional instructional techniques students perceive the content as boring events which occurred in the past and they pay little attention to the content which in turn affects the learning of History. In the modern era schools cannot be separated by the environment, which is mainly affected by the technological developments in the information era (Mwenda, 2022).

Moreover, the interactive nature of ICT-based tasks, twinned with a very visual approach to learning can help pupils remain motivated and engaged with a task (Haydn and Counsell, 2003). It provides more opportunities for independent learning. Whether conducting web-based research or downloading an article hosted in a virtual learning environment, computers, and mobile phones enable students to carry out extended learning away from the classroom. In addition, for those students aiming to go into further or higher education, working in this way helps them develop important research skills required in the next stages of their education (Haydn and Counsell, 2003).

Investing in ICT is a very clear symbol of a school's commitment to improving levels of pupil performance and can have a positive impact on pupils' attitudes toward the school. According to Harrison et al (2002), "using ICT to support learning has been proven to improve pupil performance across the curriculum" (p. 88). The presence and use of audio-visual aids in class highlight concepts deemed difficult by the students. This simplifies learning as the rate of understanding, recall, and retention is increased. Reality is brought to the classroom as the information is now made concrete. On the same, Davies (2011) believes that "if history teachers do not consider the possibilities that new technology offers them, they are missing out on some opportunities to teach more effectively and vividly through the skillful use of 'impact' resources" (p. 237). He further comments that ICT can also add to the variety of learning approaches which can be used with pupils in getting them to engage with History outside taught sessions.

Audio-visual aids in History classrooms bring satisfaction and autonomy among students. "In the traditional History teaching classroom, there were hurdles in building up an environment which addresses the individual needs and learning styles of the students. But now due to

flexibility and autonomy that technology provides, some learners no longer feel marginalized in the History classroom” (Oyewale and Jonathan, 2021, p. 45). In the same line, Haydn & Counsell (2003) opine that “using ICT can help persuade some learners to engage and persevere with historical activities particularly if they struggle with conventional individual written work. Some pupils with learning difficulties seem to be able to concentrate and sustain their efforts for longer periods when working on the internet, or using desktop publishing” (p. 22). However, overuse of the devices in the History classrooms in every lesson can also affect learning, as they may now be used for entertainment rather than meeting their intended purposes.

Through use of audio-visual aids teachers can grasp and keep the interest of the students so that they fully comprehend and retain the valuable lessons being taught. With the increased presence of audio-visual aids available in schools, it is important for History teachers to maximize these technological resources as they design their lesson plans. According to Buzzard et al (2011) cited in Fork (2014), technology may actually be a positive influence in creating a new knowledge revolution. Instead of using technology for only its social and entertainment value, students can learn to use instructional technologies as a skillset for the future and, in doing so, learn more efficiently. Students of today are surrounded by the ever-growing developments and innovations in technology. They have cell phones, laptops, tablets, iPods, and other technological devices that is truly at their fingertips everywhere they go. By using these different types of audio-visual aids that students are more aligned to in their everyday lives in history classrooms can increase the number of students opting to study History since it’s no longer deemed boring and dull. Also, the above materials will increase their interests and continue motivating them if used properly.

Furthermore, using an online simulation can serve as a potential motivation for those students who are less involved in learning through traditional methods (Chiodo & Byford, 2004). For example, these simulations allow students to experience certain roles in history. They can examine various Historical situations “first-hand” and, through problem-solving and critical thinking skills, develop solutions. With the experience of these more authentic situations, students develop a more comprehensive grasp of the content. Pathak (2003) argues that “the materials help the students to visualise, analyse, and also draw conclusions” (p. 64). In addition, audio-visual aids also concretize information given in the text. Learners will never forget this part of history (Pathak, 2003). Material aids make the past real. They help students to recreate it by seeing them or by making pictures or models or charts. Pathak further argue that “even when they hear cassettes or recorded speeches or talks or see models or pictures, they become active participants in the learning process or active spectators of the event and thus they easily internalize knowledge” (p.65). AV aids act as effective means to help the child to feel, see and even touch the past.

Lastly, students expect attractive, stimulating, and accessible resources such as music, film, and pictures which can be a means of making personal engagement more likely (Historical Association, 2007). Powerful images, pictorials, and fiction can help engage the pupils with extreme views as can informed debate and role play. According to Husbands et al. (2003), the easy access to visual resources on the web has made some History lessons extraordinarily rich in color images, allowing pupils to build up a sense of Renaissance, Architecture, or Ancient Rome hence easy conceptualization of the topics.

## **2.5 Challenges faced by History teachers in the use of audio-visual materials**

Lastly, an area of interest by different studies was on the challenges faced by teachers in the use of audio-visual aids. Phillips (2008) comments that History teachers are generally less confident and do not know how to use the ICT packages as computers. Lack of confidence/knowledge of what to do with computers in History lessons is another problem militating against the use of AV aids (Haydn and Counsell, 2003). Children tend to learn by doing, and they do things that interest them most. To arouse the interest of the pupils, therefore, the History teacher must know and use the most appropriate method and the most relevant aid or aids during each lesson. Also, Smith (2010) argues that the use of ICT requires History teachers to be trained on how to handle them.

In addition, the time factor is also limiting teachers from using audio-visual materials. According to Phillips (2008), developing good e-learning habits takes time and the pressure of time has to be a factor in the successful development of e-learning approaches. Different studies have argued that the use of audio-visual aids is affected by the issue of time. Organising or arranging different technological devices requires time, which is not available in History classrooms. As a subject, it is given less time on the timetable, forcing teachers to ignore using the computers, projectors as well and the TVs. Likewise, Davies (2011) opines that the amount of time allocated to History in the school timetable has also been reduced in recent years, with many schools providing less than an hour a week for History education. This is perhaps one of the most widely held grievances of History teachers, as there is more to the study of History. For example, the difficulty of teaching the range and content specified by the curriculum for History, paying due attention to all the key concepts and processes, the development of pupils' key skills and the ability to study elements of the past in depth. In collaboration, Ruto and Ndaloh (2013) observes that history is overloaded with more than what teachers could cover.

The subject is given too little time on the timetable, which does not tally with the enormous content of the subject, which forces teachers to rush through the syllabus. The large content to be covered greatly compromises the teaching of History. In agreement, History has only three periods allocated on the timetable, comprising a single and double periods each given 35 or 40 minutes depending on the school. This is not enough, looking at the nature of the subject, which has a lot of content. It is due to this reason that teachers prefer to teach without any materials, hoping to cover a lot of work.

The inadequacy of audio-visual aids in most schools is affecting their use in History classrooms. Bonga (1990) asserts that not all schools in Malawi are equitably supplied with resources necessary for effective teaching and learning. This leads to instructional variation and consequently differential achievement among MSCE History candidates. He advises that more textbooks and supplementary instructional media should become part and parcel of the History teaching process in Malawi to offset the prevailing trends. Shortage or not having enough audio-visual materials is affecting many teachers in how their teaching is done in schools. The majority of schools in the country do not have access to the internet, where they can get unlimited information. At the same time, lack of computers is also affecting how students are learning in most schools. Having access to the computers can increase the hours of learning as students can access the information outside the normal timetables.

Opined by Haydn and Counsell (2003), access issues remain an important factor inhibiting the day-to-day use of ICT in History lessons. According to Mwenda (2022), based on her study conducted in CEED on factors that influence students' choice of History as a learning subject, she found that majority of the schools do not have access to ICT which can be used to promote interactive learning during the study of history and increase the amount of information

available to both history teachers and students. Teachers and students also reported that they do not have access to video, TVs, internet, and computer centers where they can watch History films to supplement the information present in the books.

In the same development, as a teacher there is a need to factor in the type of audience you intend to teach (Phillip, 2008). He further argues that “if online learning is to be used as an effective tool to support students' understanding of History, it will be necessary to understand not just the History learning that might be taking place but also the role of the teacher or e-moderator in the process. Managing the online learning of adults is one thing, but managing the online learning of school students raises new questions.” (p. 214). There is indeed a need for teachers to take into consideration the type of students in terms of age, and their intellect in planning the activities worthy of a particular age group, which can also increase learning. In his opinion, Counsell (1998) points out that just giving pupils more stuff won't in itself help them forward in learning. Since History is so vast and unmanageable, there is need to limit the work and the activities given to students to increase their understanding and retention rate. Many pupils are already drowning in information hence giving them more information may be the last thing that they need (Haydn and Counsell, 2003).

According to different studies, audio-visual aids are very expensive/costly hence reducing their usage in the study of History. Lello (2001) argues that “the range of websites, CD-ROMS, are very expensive to buy, though they enhance, enrich, and enable students to learn” (p. 11). It is impossible to live without ICT, but it does need to be managed carefully, more so than most tools. Smith (2010) also agrees with the fact that technological use is costly. “With laptops, and projectors costing upwards, any school wanting to exploit the potential of this medium needs to have significant funds at its disposal” (p.89). This also applies in our Malawian context

where it is very expensive for the government to equip all the schools with technological materials like computers, and projectors due to the rising costs. As a result learners are denied the opportunity of using audio-visual aids in History classrooms that increases the rate of understanding and retention of concepts.

Furthermore, Smith (2010) argues that “technology in classrooms can too easily disrupt the lesson, rather than support it. There is a real danger that a computer lesson is regarded by the pupils as a treat, or a play activity, so that the objective of the lesson becomes using the computers” (p.89). Where students are not controlled by the teachers when using the computers can indeed negatively affect learning. Instead of getting the necessary information most of the times students are busy searching for other things. This can as well happen when using the TVs and also the mobile phones. There is need for teachers to have full control of the classrooms when such AV aids are being used in order to maximize learning. Smith cited in Hunt (2007) highlights that “there can be a danger that the ‘interactive white board’, if not used carefully actually becomes a medium of interaction only between the technology itself and one chosen individual, or, even more dangerously, between the technology and the teacher, with the students as spectators, rather than as active participants” (p. 87).

Last but not least, not having access to the internet in most schools has limited its use in the teaching and learning of History. In his opinion, Haydn (2002) states that “the majority of History departments do not have easy access to a networked suite of computers, or whole-class projection facilities in any history room” (p. 30). The move towards investment in networked suites has meant that some history departments do not possess any computers in their teaching rooms. In line with Haydn, most schools here in Malawi are also affected by this challenge of not having access to internet connections, especially in the CDSS and Schools in the rural areas.

This has and is still affecting the teaching and learning of History, as the opportunity to get unlimited information from the internet is reduced. This has led to over-reliance on the use of non-technological devices like the charts which to a greater extent does not arouse the interest of students.

In a nutshell, it cannot be ignored to conclude that the challenges highlighted earlier are affecting the relevance of History in most of the schools as more students keep on dropping the subject due to lack of interest, motivation emanating from how instruction is done. There is need to change how teaching and learning of History is done to attract more students. However, the problem still remains that there is a huge gap between audio-visual aids usage and the study of History to enhance teaching and learning in our Malawi context as teaching in schools is still being done by relying on the use of History textbooks, the charts, and the teacher who still remains the main source of information.

## **2.6 Summary**

The foregoing has reviewed literature on the use of audio-visual aids in Malawi and beyond focusing on different types of the audio-visual aids, how they are being used, their effects in the teaching and learning of History, and lastly, on the challenges teachers face in the use of audio-visual aids. Audio-visual aids like the computers, TVs, VLEs, PowerPoint, virtual visits and projectors just to mention a few are necessary tools in history classrooms as they help in the acquisition of historical information, knowledge, skills, and ideas by the learners. Their significance is seen in how the abstract information is made concrete, simplifying information, making issues that happened in the past look real, improving learner's performance, and also motivating learners. Despite different challenges ranging from them being inadequate, time consuming, requires technical expertise, disrupt teaching and learning, and being expensive,

but, audio-visual aids still remain the ultimate mode of how Historical knowledge can be gained or acquired by learners. In this 21<sup>st</sup> century students need be taught using the modern technological materials so that they can get lifelong skills.

Audio-visual aids which promote digital literacy need to be at the heart of educators as the effective use of technology can provide better individualized learning and quality teaching. Technology provides experiences beyond time and space, and creates a more vivid and authentic history learning environment as it triggers the imagination and involvement of students, thereby enhancing the efficacy and outcome of the history classroom. The current generation of students must be taught History in a manner different than the traditional classroom where learning was achieved through use of lecture method and reading from the textbooks that encourages memorizing of dates. However, there is a gap in the literature reviewed as it has failed to include the recommendations in order to address the challenges teachers are facing in the use of the audio-visual aids in History classrooms. They have not highlighted the measures that can assist teachers so that the rate and frequency of AV use is increased. Therefore, this study apart from addressing those four objectives, it is also geared to provide the recommendations as regards to the challenges both teachers and students are encountering in the study of History per use of audio-visual aids. Also, to include the contributions of using audio-visual aids to the field of education and the country at large.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology which the study employed. It focuses on the research paradigm, research approach, and design used, the study area, the study population and sample size. The chapter also explains how data was collected and analyzed and the ethical considerations that were made in the study.

#### **3.2 Research paradigm**

The study used the constructivist paradigm to collect information from the people which is in line with the qualitative approach. The paradigm was chosen since knowledge is with the people who have multiple explanations toward a phenomenon, hence had to go to the field to get the information from both form three History teachers and learners. The participants were observed, asked questions, and interviewed on the use of audio-visual aids in the teaching and learning of History. Constructivist paradigm involves exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009). There is no single reality, and that reality is based on the perceptions of people, which is different and is bound to change over time. The constructivist paradigm believes in people constructing their knowledge. Knowledge is with the people whom you want to conduct a study and have to interact with them. On the same, Cohen et al. (2018) argues that people are deliberate, intentional, and creative in their actions, and meaning arises out of social situations, interactions, and negotiations, and is handled through the interpretive processes of the humans involved. Therefore, both form three history teachers and students taking History in form three were used to gather information on the problem under study in all the six Schools selected.

### **3.3 Research approach**

There are three types of research approaches that a researcher can choose from depending on the nature of the problem one intends to study. These are quantitative, qualitative, and mixed methods (Cohen et al., 2018). The study used the qualitative approach to help in the data collection. According to Christen et al (2014), qualitative research is defined as the approach to empirical research that relies primarily on the collection of qualitative data, that is, nonnumeric data such as words, pictures, images. Qualitative research is much more focused on getting information from individual people and single, local groups for an intensive case study. The study used a qualitative approach due to the nature of the topic where data was collected from the form three history teachers and learners in their settings using the research questions derived from the research objectives in regards to the study on the use of audio-visual aids in teaching and learning of History. In addition, participants were observed and interviewed in order to get answers on the topic under study which also shows how much the researcher was involved.

### **3.4 Research design**

The study adopted the case study design in the collection of data in a few selected secondary schools in Karonga District. As argued by Cohen et al (2018), a case study might include experiment, action research, survey, naturalistic research, participatory research, historical research, and many more. Thus, six secondary schools in Karonga District where both form three History teachers and students were used as the sample. The six selected secondary schools falls under the category of the National Secondary Schools (NSS), District Day Secondary Schools (DDSS), and the Community Day Secondary Schools (CDSS). This was done to have multiple perspectives per use of the audio-visual aids. Document analysis, classroom observation, focus group discussion, and interviews were used to collect the information from

participants. Case study research is important because, it provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. According to Cohen et al. (2018), case studies accept that many variables are operating in a single case, hence, catching the implications of these variables usually requires more than one tool for data collection and many sources of evidence.

### **3.5 Data collection methods and instruments**

Document analysis, lesson observations, focus group discussions, and interviews were used as methods for collecting data. Document analysis checklist, lesson observation checklist, focus group discussion guide, and semi-structure interview guide were used as data collection instruments respectively. The use of varying data collection methods helped to provide multiple perspectives on the use of audio-visual aids in the teaching and learning of History. The use of several methods is referred to as data triangulation. As stipulated by Cohen et al (2018), this provides a better understanding of the phenomenon being investigated. Triangulation helps in validating the data one has established.

#### **3.5.1 Document analysis**

Christen et al (2014) argue that personal documents are documents that were written or recorded for private purposes, such as letters, diaries, and family pictures. Official documents are documents that were written or recorded for public or private organizations, such as newspapers, annual reports, yearbooks, and meeting minutes. The document analysis was used to identify the types of audio-visual aids available and used in the teaching and learning of History. This gave the researcher an idea of the types of audio-visual aids presents at each school. Documents provide more insights into the problem being studied by cross-validating

and augmenting evidence obtained from other sources (Yin, 1994). This can also help in the collection of data. The documents available within the selected schools which were analyzed included the schemes and records of work, and lesson plans of the selected participants. Analyzing the documents at the schools selected helped in getting insight into what people think and what they do. Also, very useful for corroboration on whether what was written down has been fulfilled (Christen et al, 2014). A Document analysis checklist was used in the selected schools to find out the types of audio-visual aids present at school and whether the teachers use audio-visual aids in the teaching and learning process. Documents analyzed included schemes and records of work, and lesson plans of the selected teachers. The checklist focused on the types of audio-visual, examples of audio-visual, and also on how they were being used in class. This was important for corroboration as to whether what has been written down is put into practice by the teachers.

### **3.5.2 Lesson observations**

This helped in addressing the second objective, which was to assess how teachers are using AV aids in teaching and learning History. History form three classes in the selected six Secondary Schools were observed to have first-hand information on whether audio-visual aids are used by teachers, how they were used, and whether learners were involved in the use of the materials. Through classroom observations, the researcher was able to see how students were responding to questions posed, if audio-visual aids were used or not by the teacher. This helped in detecting their performance based on how active/passive they were in class. This is in line with Creswell (2009), where the researcher takes field notes on the behavior and activities of individuals at the research site. Observation allows one to directly see what people do without having to rely on what they say they do, provides firsthand experience especially if the observer participates in activities, and can help the observer determine what does not occur (Christensen

et al, 2014). Classroom observations was done two times in each school making a total of twelve lessons being observed throughout the data collection period. The duration of classroom observations was for the entire class period which consisted of 35 minutes.

Classroom observations continued until no new data emerged or data had reached saturation which allowed no new categories and themes to emerge. Before the observation sessions, the History teachers to be observed were equally briefed on the competencies the researcher sought to gather information in as far as the underlined study was concerned. The observation checklist was used to get information on the types of audio-visual aids available and used during instructional time, the intended purpose of the audio-visual aids, how the tool was used, the apparent comfort level in which the teacher used the aids, and as well as the success of audio-visual aids in influencing students understanding and performance. Lesson observations were at some point video recorded to give the researcher a clear picture of the behaviors displayed in the use of the audio-visual aids during the whole process of teaching and learning. The checklist guided the researcher in the areas to be observed about the teachers' use of audio-visual aids in the class.

### **3.5.3 Focus group discussions**

This assisted in answering specific objective number three which was to explore the effects of using audio-visual aids in the teaching and learning of history. The focus-group discussions were conducted with a few History students in form three in all the six selected Secondary Schools. The use of open-ended questions was avoided to keep the discussions within the scope of the study. Apart from that, probing questions were employed to further obtain a thorough understanding of participants' views and experiences on the use of audio-visual aids in history classrooms by History teachers. According to (Christen, et al., 2014), the use of a focus group

is very important in a way that it helps in exploring ideas and concepts, provides a window into participants' internal thinking, can obtain in-depth information from the participants, and more probing can be done to get the needed information. The focus group discussion guide in the form of questions was also used on the selected form three students to collect data on the use of audio-visual aids in the teaching and learning of History. The instrument was designed by the researcher, touching on the key issues of what the study is trying to find out. Thus, the use of audio-visual aids, the types of audio-visual aids, the effects of audio-visual aids, and lastly, the challenges associated with the use of audio-visual aids in History classrooms. The discussions were audio recorded and transcribed into text so that the exact expressions of participants could be preserved.

#### **3.5.4 Interviews**

Interviews are useful in collecting personal information, perceptions, or beliefs in which the researcher can probe for additional information (Creswell, 2009). Interviews assisted in addressing the last objective which was to analyse the challenges teachers are facing in the use of audio-visual aids. Interviews were conducted with six form three History teachers, with one from each school selected. Interviews helped in having a deeper understanding of the teacher's selection process for the use of specific audio-visual aids, the teacher's degree of comfort with using the aids, and the level of effectiveness in achieving the desired results. Again, before the interview sessions, the History teachers were briefly informed about the interview.

According to Christen et al (2014), the significance of interviews may include being good for measuring attitudes and most other content of interest, allowing probing and posing of follow-up questions by the interviewer, can provide in-depth information regarding the problem at hand, and also provide information about participants' subjective perspectives and ways of

thinking. Face-to-face interviews with the six History teachers using the semi-structured interview guide was adopted to obtain data in the selected Secondary Schools. The interviews were conducted in their respective schools on the types of audio-visual aids, how they are used, effects of audio-visual aids, and the challenges faced in using the audio-visual aids in history classrooms. During the interviews, the interviewer recorded the interviews using an audio recorder to have the exact words of the interviewees and to preserve the whole information. A notebook was also used to keep records of the information provided by participants.

### **3.6 Study area**

The data was collected in the six selected secondary schools in Karonga District within the Northern Education Division. Varying tools were used to get different interpretations from the participants in the Schools being selected. The selected schools included National Secondary Schools (grant-aided), District Day Secondary Schools, and Community Day Secondary Schools. The difference in the nature of the Schools helped to get varying information and perspectives on what is going on in schools per availability and use of audio-visual aids. Also, to find out more if the challenges being experienced by the teachers are the same in the schools. Karonga District was chosen because, just like any other district, History is also one of the subjects offered in schools. The Schools were also chosen due to accessibility. Selection of the schools was done using the convenience sampling technique. The study also targeted form three History teachers and students as participants in the collection of data.

### **3.7 Study population, sample size and sampling method**

This is the group of individuals who have one or more characteristics in common that are of interest to the researcher (Cohen et al., 2007). The population comprised both form three History teachers and history students in all the six secondary schools selected. A sample is a

set of elements taken from a larger population or a subset of the population (Christen et al., 2014). The researcher interviewed 6 form three History teachers (1 from each school selected) and also conducted a focus group discussion with 24 form three History students (4 from each school) in the schools selected. In total, the sample consisted of 30 participants. In addition, 6 form three History classrooms (1 from each school) were also observed multiple times to investigate the availability and use of audio-visual aids in the teaching and learning of History. In mixed schools, gender was observed to have equal representation, and to have varying views insofar as audio-visual aids are concerned. However, the number of participants was bound to change based on the data saturation. This is a process whereby no new information/ no new themes emerge from the participants (Cohen, et al., 2018).

Sampling is the procedure used to select people, places, or things to study in the targeted area (Kombo and Tromp, 2006). It is a strategy used in selecting a subgroup from a larger population with elements necessary to provide information for the study. Convenience, purposive, and simple random methods were used in choosing the sample. The six selected secondary schools where data were collected on the use of audio-visual aids were sampled using the convenience sampling method due to accessibility, and also because they offer History as one of the teaching and learning subjects. The Secondary Schools included the NSS, DDSS, and the CDSS. The national secondary schools are the schools that receive funding from the government in terms of money to buy teaching and learning materials. While both the district day secondary schools and the CDSS do not receive money/cash directly from the government, but vouchers already outlining on what to be spent on and the amount of money is less as compared to the national Secondary Schools. This was done to have a multiple perspective per the availability and use of audio-visual aids in schools. The purposive sampling method was used to select both form three History teachers and learners since they were the right informants as regards the study in

question and were able to provide the necessary information. According to Christensen et al. (2014), in purposive sampling, the researcher specifies the characteristics of the population of interest and then locates individuals who match the needed characteristics.

Both form three History teachers and learners (participants) were selected using a simple random technique from the population of form three History teachers and learners. The researcher randomly selected a subset of the participants from a population. Each member of the population has an equal chance of being selected (Cohen et al., 2018). Thus, names were written on small pieces of paper, put in a hat, reshuffled, and the needed number (4 students and 1 teacher per selected school) were picked. Where there was a single form three History teacher, he/she was automatically picked as a participant. The form three learners were specifically chosen because by the time the researcher was collecting data, they had by then covered a lot of work and hence assisted the researcher in the data collection process. Also, the students might have had enough experience with their teachers' teaching methodologies and the resources they (teachers) adopted in teaching. Similarly, because they had already sat for the JCE examination, which gave the researcher a true reflection on how they performed.

### **3.8 Data analysis**

Data was collected and analysed qualitatively, where themes, patterns, and meanings were developed. Firstly, the researcher had to make some sense of the volumes of information that were collected to obtain the necessary data significant to the study. The recorded interviews were also transcribed into Word format to prepare them for analysis. This led to the transcription of the numerous data being collected. Secondly, the researcher identified themes based on the research objectives that guided the study. Once the themes, meanings, and patterns were identified, the researcher went ahead to write a narrative account that provides a

description and interpretation of the problem being studied. Data obtained from document analysis, lesson observations, focus group discussions, and interviews was analysed qualitatively and scrutinized thematically by categorizing responses from the respondents in line with the research specific objectives that guided the researcher in collecting data. The themes were: types of audio-visual aids used in teaching and learning of History, how the audio-visual aids are used in teaching and learning of History, the effects of audio-visual aids, and lastly, challenges teachers are facing in the use of audio-visual aids in History classrooms.

Through qualitative design, researchers review all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources (Creswell, 2009). The data collected was also coded for easy analysis. Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information (Rossman & Rallis, 1998). It involves taking text data or pictures gathered during data collection, segmenting sentences or images into categories, and labeling those categories with a term, often a term based on the actual language of the participant (Creswell, 2009). Reading the transcripts and identification of categories assisted in sieving and removing the data that was unnecessary and not important to the research in question.

### **3.9 Trustworthiness**

This involves subjecting the data to both internal and external criticism to establish its credibility. Since the study used different methods in the collection of data, this assisted in ensuring the credibility of the research. The use of several methods is referred to as triangulation because it is believed that several methods provide a better understanding of the phenomenon being investigated (Christen et al, 2014). Member checks were done by the researcher, consultations with the supervisor, and frequent peer debriefing sessions with

colleagues helped in ensuring the credibility of the study. The researcher also conducted a pilot study. A pilot study was done at a certain Secondary School in Karonga District in order to test the instruments and methods used in collecting data. Pilot study is a small-scale initial study to test the validity of methods and procedures of data collection (Gall, Gall & Borg 2007) as cited in (Mviha, 2022). These tools were tested prior to the actual research for the researcher to get acquainted with them. The study revealed that History teachers relied much on the use of non-technological devices like charts, maps, history textbooks, and pictures when teaching history due to the unavailability of technological devices.

### **3.10 Ethical consideration**

The permission to conduct the research was first sought from MZUNIREC before going to the field. After being approved, the researcher proceeded to seek permission from the Ministry of Education through the Northern Education Division since the research was carried out in Karonga District. Permission from the selected secondary schools where data was collected was sought from the headmasters of the institutions. Ethics has been defined as a matter of principled sensitivity to the rights of others (Cohen et al., 2018). Since the study involved minors in this regard the students, permission was sought from their headmasters, who read the consent and signed on their behalf before they were involved. Also, the researcher took time to explain to the students why they were being used as a sample and that if not comfortable with any question they were free not to respond. This enables researchers to take into account the effects of the research on participants to preserve their dignity as human beings. The researcher also explained to the teachers the nature and purpose of the study, why they were chosen as subjects, methods of data collection, and use of data, duration of the study, all the procedures to be done and what is expected of them. The participants were also informed that participation in the study was voluntary and that everyone had the right to withdraw at any time or to decide

not to answer any of the questions when they did not feel comfortable doing so. Pseudonyms were used in order not to reveal the real identities of the participants. The participants were also informed in advance that there was no promise of a gift or any monetary benefits for participating in the study. The participants were given the consent forms to read, and requested to sign consent forms after willingly accepting to participate in the study.

### **3.11 Summary**

This section has discussed the methodology that was used in the collection of data in different Secondary Schools that were selected. It has discussed the research approach, research paradigm, research design, data collection methods and instruments, study area, study population, sample size, sampling methods, data analysis, trustworthiness and ethical consideration.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents and discusses the findings of the study. The findings have been presented and discussed under four sub-themes drawn from the research objectives. The themes are: types of audio-visual aids used in the teaching and learning of history, how audio-visual aids are used in teaching and learning of history, the effects of using audio-visual aids in the teaching and learning of history, and the challenges teachers are facing in trying to use the resources to involve the learners in the teaching and learning of history.

#### **4.2 Types of audio-visual aids used in teaching and learning of History**

The first research objective sought to identify different audio-visual aids that are available and used in the teaching and learning of history. This objective was very critical and necessary to be explored before any other factors were considered. Documents like the schemes and records of work, and lesson plans of six form three history teachers from schools A, B, C, D, E, and F were analyzed, the six teachers were also interviewed, form three history lessons were observed, and lastly, twenty-four students (four at each school) in the focus group discussions were also interviewed to establish the availability of the use of audio-visual aids. Among the types of audio-visual aids present from the selected schools are computers/digital libraries (use of internet), smart screens/TV, projector, phone and the radio.

The types of audio-visual aids used in different schools have been presented based on the category of Schools. The six schools that were used in the collection of data falls under three categories. These included: the National Secondary Schools (NSS), District Day Secondary Schools (DDSS), and the Community Day Secondary Schools (CDSS). Using the document

analysis, it was discovered that from NSS both teachers D & E their schemes and records of work and the lesson plans indicated the availability of projectors, smart screens/TVs, and computers/digital libraries (use internet). In the DDSS, the audio-visual aids present included TV, projector, radio, and computer lab (internet use). On the other hand, from the CDSS, results showed that both schools A and C have a computer, projector and a radio, while school F has a computer and a radio. In addition to the above audio-visual aids available in all the Schools, individual phones are also used by all the teachers in all the Schools (Document analysis of all the six Secondary Schools, A, B, C, D, E, & F).

**Table 4.1: Types of audio-visual aids available based on document analysis**

The table below shows the types of AV resources available in all the six Schools that were selected in the collection of data based on the schemes and records of work and lesson plans.

NAME OF SCHOOL	AV AIDS AVAILABLE	OTHER MATERIALS AVAILABLE
A	A computer, radio, projector, phone	Charts, textbooks, pictures
B	Computer lab (use internet) TV, projector, radio, phone	History textbooks, maps and charts
C	A computer, radio, phone, projector	Charts, history books and maps
D	Audio/radio, projector, computers/digital library (use internet), smart screen/TV, phone	History textbooks, maps, pictures, and charts
E	Projector, smart screen/TV, computers/digital library (use internet), radio, phone	History textbooks, charts, and maps
F	A computer, radio, phone	Charts, history textbooks, maps

The table above shows some disparities on the types of audio-visual aids available in schools that were selected as a sample. Three different categories of schools were chosen totaling to six secondary schools. NSS, DDSS, and the CDSS. The results indicated both NSS and DDSS have adequate audio-visual aids as compared to the CDSS. For example, schools D & E have the digital libraries that are connected to the internet giving both teachers and students unlimited access to the numerous information available on the internet. They also have projectors, Smart screens and radios among other audio-visual aids which allows both students and learners to use for various purposes. In the DDSS, despite being equipped with different audio-visual aids like the Smart screen, projector, and computer lab, which is connected to the internet, not all the computers were functioning. This limits how they are being used in class. However, in CDSS, there is an inadequate number of audio-visual aids because of less funding from government compared to what NSS receives. It was also discovered among other things that these schools (A, C, & F) have a single computer each, which becomes very difficult to use in class. It is because of this reason that when it comes to planning, majority of History teachers only include the charts, pictures, History textbooks, and the maps since the schools lack these AV materials like the computers, projectors, and tablets/phones. However, all the schools also indicated the availability of the History textbooks, charts, and the maps that are frequently used by the History teachers to supplement the audio-visual resources (Document analysis of the six Schools: A, B, C, D, E & F).

The foregoing has discussed different types of audio-visual aids used at the six secondary schools using the document analysis, lesson observations, interviews, and focus group discussions. Since three categories of schools namely: NSS, DDSS, and CDSS were used, results also show a difference in terms of the audio-visual aids. It was established that, both NSS and DDSS have adequate AV aids which include the computers/digital libraries,

projectors, smart screens/TVs, and radio. These enriches both teaching and learning process. On the other hand, from the CDSS results indicated inadequate of audio-visual aids, evidenced by each school in the category having a single computer, and also two schools having a projector. The inadequacy of such materials also dictates how they are used in classrooms.

### **4.3 Use of audio-visual aids in the teaching and learning of History**

Through document analysis, lesson observations, focus group discussions, and interviews, the following information was gathered in addressing the second objective on how History teachers in the selected Secondary Schools use audio-visual aids in the classrooms. Both teachers and students shared their different opinions on the use of computers/digital library, projectors, phones, TV/Smart screens, internet, and radio.

#### **4.3.1 Computers**

This is one of the audio-visual aids used by teachers and students from different schools in History classrooms. Respondents shared different views on how computers are used. Based on the findings of the study, computers are mostly used to download information from the internet. They provide teachers with current and up to date information that can be used in classrooms. With computers available, teachers and students can search for a particular information related to the lesson on the internet. There is so many Historical information that can be accessed from the websites to enrich the information which sometimes books cannot provide.

They also act as platforms where historical films, documentaries, and speeches can be heard and seen. The study found that using the computer in this manner helps in simplifying the concepts thereby increasing student's rate of understanding and retention of the information as the abstract information becomes concrete hence learning is maximized. Just like the cognitive

load theory that guided the study, teachers are encouraged to use such materials so that the cognitive load can be reduced because the materials simplify the aspects of information that is difficult for students to comprehend.

Respondents also shared that computers assists in the development of different skills which prepares the students for life after school. These skills may include writing skills, listening skills and also communication skills. For example, students makes a summary after watching a film, or from an audio which they later present to the class. On the same, students also categorize certain information in terms of similarities and differences, and analyse information on the Historical sources. These skills becomes useful outside when searching for jobs since having knowledge and expertise in the use of technology is an essential element in most fields. Similarly, computers increases the interactive learning between the teacher and students, and also between students themselves. Teachers sometimes upload assignments and past papers on the computers and even notes can also be accessed on the computers. This is done even outside the normal time table thereby increasing the time of teaching and learning History.

Some History teachers explained this: *“The computers at the school are connected to a local network where the needed information is downloaded or uploaded for the students to access later. Also, students are able to access the notes, as well as history past papers with proper guidance”* (OI teacher D, 17/05/24). According to Mwenda (2022), the use of ICT is ideal because they promote interactive learning, increases the amount of information available to both teachers and students. ICT bring the libraries and archives right in the classroom, as such the students can access anything they want. Computers provide more opportunities for independent learning whether conducting web-based research, or downloading an article. Another teacher also highlighted that;

*“Using You Tube to watch historical film helps in simplifying concepts as things look real”*  
(OI, teacher E, 22/05/24).

This was corroborated by one who observed that, *“listening and writing skills are also acquired when computers are used for learning.”* Also different skills can be obtained. (FGD, student at school E, 22/05/24). In line with the observation, Haliza and Joy (2009) as cited in Dhanabalan & Awang (2023) asserts that ICT and media literacy are the components that are emphasized to meet the needs of teaching and learning of the 21st century. With the usage of ICT, pupils will have the opportunity to learn new skills, gain knowledge, ideas, and information. The best type of teaching and learning environment is usually created by having appropriate and suitable teaching and learning materials which are interactive for the pupils, involving discussions and feedback between the teacher and the learner, or between the learners themselves.

Responses from different respondents also revealed that, computers are sometimes used to compare with what other books/ authors have written on a particular issue or topic. Also, audios on speeches and documentaries of renowned people in history can be heard using the computer (OI, teacher B, 09/05/24). It was also observed from two different schools where computers were used to facilitate learning among students. They were asked to search for a particular information on the internet which they later presented in class (Lesson observation, teacher D, 26/06/24 and teacher E, 20/06/24). According to Kandasamy & Shah (2013), computers help students understand concepts in more effective ways and also helps teachers to teach effectively.

Studies by different people have also highlighted on how the audio-visual aids can be used in History lessons. For example, Pathak (2003) observed that, students when they hear cassettes

or recorded speeches or talks or see models or pictures, they become active participants in the learning process or active spectators of the event and thus they easily internalize knowledge. AV aids act as effective means to help the child to feel, see and even touch the past. Computers enable students to carry out extended learning away from the classroom (Smith, 2010). Dhanabalan & Awang (2023) comments that, in this 21st century era, learning can take place with the help of technology. Our current History curriculum emphasizes on the integration of salient technology. As a practitioner in conveying knowledge and skills, teachers have to adopt the usage of technology and use it as a means to convey information.

As much as computers are important in the study of History based on the prior studies, they also impact teaching and learning in a negative way. Hattie (2008) comments that “technology enhances learning only when normal good practice is also present” (p. 89). Therefore, teachers have to be careful when using the computers to avoid disrupting the whole process of teaching and learning regardless of its significance in education.

#### **4.3.2 Projector**

Teachers acknowledged that the projector is used for teaching purposes in order to bring change, variety, interest and excitement to the students. Instead of teachers using the chalkboard and history text books all the time, teachers are tempted to use modern ways of teaching which supports the idea of using projectors. The projector is used to watch films/videos with an aim of clarifying concepts which students may have fail to relate to in class. On issues of clarity, pictures or short videos are included within the slides. It was also discovered that teaching using a projector assists teachers to cover a lot of work within a short period of time unlike when using the chalkboard only. In addition, the projector is used to allow students to copy down notes which are well summarized and explained in a point form for easy

understanding, instead of giving students the whole History book to copy down notes as it is normally used in schools.

When used properly, the projector attracts the attention of the students, and also increase the rate of learning, especially when combined with pictures, and small clips of videos. Learning in this way helps students in the construction of their own knowledge rather than just being given the whole lot of information. Teachers also highlighted that the projector is sometimes used to conduct discussions and also debates. Students are put into groups based on the points indicated on the slides.

Some teachers shared that:

*“Students are able to watch a movie where they can see and appreciate about what happened in the past as if it is happening at present time (OI, teacher B, 09/05/24).*

*“The projector helps in simplifying learning when both texts and short video clips are used” (OI, teacher D, 17/05/24).* These results collaborate with the findings of Smith (2010) who noted that, “visual images could be presented with attention drawn to particular features, whilst lecture slides could feature embedded video clips, downloaded from sites” (p. 99). Furthermore, Smith in Hunt (2007) observed that “power point is most effective when it is used in very simple ways to engage attention and to stimulate thought, speculation and discussion, rather than as a vehicle to convey large amounts of information” (p.84).

Just like the teachers, one student said that, *“the projector is sometimes used to watch a historical film in order for students to understand a lesson or a topic” (FGD, student at school C, 23/05/24).*

The projector is also used to conduct discussions and debates by playing audio clips on speeches and documentaries of prominent people, as well as a video clip (Lesson Observation, school D, 26/06/24).

Using power point students create their own work. Smith also argues that “the immediate availability of clear, colorful text, with high-quality images, and perhaps also sound and moving images, attracts and retains pupils' attention far more readily where also a difficult concept can thus be made to appear relevant” (p.83). Implementing this idea in class by History teachers also leads to the increase in the student's performance.

#### **4.3.3 Phones**

As noted above, phones are also commonly used by history teachers in some selected secondary schools in Karonga. These phones are used where different information is searched from the internet, You Tube and different history channels. Mobile phones have the same capabilities as the computers and laptops in enhancing the study of History. Since they are portable, and easy to handle, phones are used at any place be it at school or at home. The study found that phones are also used by learners even when at home to access notes, past papers, and also questions sent by teachers. Teachers create forums where information is shared with students, and discussions are conducted. Learning in this manner helps the students to ask questions on different issues and concepts they fail to understand and gets feedback at the same time. This increases the amount of time meant for learning as there is additional time of teaching and learning outside the time table. Phones are also connected to the TVs or Bluetooth for students to learn by watching a film or listening to an audio. They also operates as libraries where information like History syllabus, books, and teaching notes are accessed and stored.

A student shared that, *“by connecting the phone to a Bluetooth they are able to listen to different audios”* (FGD, student at school C, 23/05/24).

Teachers also highlighted that:

*“The phone is used to download information from the internet which is shared with students in the forum groups created or in class”* (OI teacher A, 17/05/24).

*“The phone is also used to send notes, History question papers, and lessons to students during holidays. This enables students to continue learning even during holidays”* (OI, teacher D, 17/05/24).

*“Phones acts as libraries where more information related to History as a subject is kept and also accessed”* (OI, teacher A, 17/05/24).

It was also established that mobile phones just like the computers can also be used for discussion purposes where teachers send questions on the forums to students. They can also be connected to the TVs to facilitate learning by watching a historical film (FGD, student at school E, 22/05/24). This agrees with Traxler (2011) who observes that mobile devices have the potential to provide learner-centered learning experiences that are situated, authentic, and personalized.

#### **4.3.4 Televisions/Smart Screens**

The study also discovered that, television/smart screens is amongst the audio-visual aids used to teach and learn History. The study established that, watching a movie helps learners to get additional information which is not there in the books. Television also assists in simplifying the abstract concepts into concrete by linking what was learned in class with what they see. This accelerates the rate of retention and understanding of concepts. It was also discovered

that; a television is sometimes also used to conduct discussions where students are asked questions based on what they have watched. Teaching in this way makes students to be very attentive and active in class.

Different teachers explained that:

*“Using the television give students a clear picture of what exactly happened in the past. Also, certain information which may have been forgotten in class by the teacher is emphasized” (OI, teacher E, 24/05/24).*

*“By using the smart screen, different information can be accessed from the internet” (OI, teacher D, 17/05/24).* According to Davies (2011), many History teachers now use clips from YouTube to access the collections that have been built up by History teachers with a particular interest in web resources

*“A television is also used to conduct discussions based on what learners watched. Questions are asked to test the understanding of the students” (OI, teacher B, 09/05/24).* Pathak (2003) comments that “TVs can be used in classrooms to solicit arguments from the students based on what they have viewed” (p. 69). He further comments that students should be mentally prepared to discuss the information that they would receive from the film. For instance, telling the students that the film show will be followed by a question-answer session, and that students will be required to give their reactions. He continues that, list of questions can be given right in the beginning and till then they would be required to answer them after the show. Lello (2001) states that “use of television can also be used effectively when a topic is introduced, summarized, or highlighted” (p. 130).

While one student explained that, *“what was missed in class is rectified through watching a film” (FGD, student at school E, 22/05/24).*

Like the computers, the study observed that using a TV can also disrupt the learning process if students are left without being monitored as they may start watching other things. Most respondents commented that teachers need to watch the video first before showing it to the students so that only the significant information is passed on. This may prevent students from getting information which is outside the curriculum that may bring in some confusions among the students.

#### **4.3.5 Radio**

This is also another important audio-visual aid that is being used in the History classrooms to supplement teaching and learning among schools in Karonga. It was observed that a radio is used to play audios of different personalities in history. This brings about variation on how teaching and learning is done. Recorded speeches or documentaries are made available to the classroom by using the radio. Furthermore, respondents shared that teachers use radios for discussion purposes where students summarize what they have heard.

In line with the aforementioned, one student states that, *“the radio is used if the teacher wants the class to listen to a certain speech, or a program that has been recorded”* (FGD, student at school B, 30/05/24). In collaboration Pathak (2003) responds that “the recorded voice has its own effect on children. Speeches or discourses of the great men if recorded in their own voice, leave a powerful effect on children” (p.68). According to Boadu et al (2014), “audio resources can be used to play historical speeches to stimulate interest and encourage learners to think critically about historical events” (p. 190).

A teacher also responded that, *“the radio is also used to conduct discussions whereby questions are asked to test the listening skills of the students”* (OI, teacher C, 10/05/24).

#### **4.3.6 Internet**

The study also discovered that the Internet is commonly used by history teachers in most of the schools where data was collected. Teachers emphasized that using phones or computers that are connected to the internet has changed how teaching and learning is done since current and updated information is uncovered from the websites at any time. There is a lot of information on the internet that is in line with the history curriculum. For instance, one is able to get well summarized teaching notes and lessons that assists both teaching and learning. Also, teaching and learning is simplified by watching a historical film from the You Tube.

Respondents in schools that have internet connection agreed on how the internet is used in History classrooms. For example, one teacher commented that the internet is used to search for different information and this makes teaching very easy (OI teacher D, 17/05/24). While another said that, apart from using the internet to search for information, it is also used for the students to watch a particular historical film on You Tube and other Historical channels (OI teacher E, 24/05/24). On the same, it was also observed in schools A, C, & F where the teachers used the phones during instruction to search for information on the internet to enrich teaching and learning process (Lesson observations teachers A, 24/05/24), C, 18/06/24 and F, 25/06/24).

In line with what has been highlighted above, Haydn & Counsell (2003) comments that “History subscription sites have also become more sophisticated and attuned to providing materials that complement what can be done in the classroom, and support structured inquiry and thinking, rather than just providing more stuff” (p. 27). He further expounded that increasing numbers of History student teachers are routinely using web-based materials as part of their classroom teaching. These sites help develop students' and teachers' subject knowledge (Haydn and Counsell, 2003). In addition, “some History portals also have a developing archive

of images which History teachers can draw on to supplement the limited range available in text books (Haydn and Counsell, 2003, p. 25). Similarly, An (2021) comments that the internet has changed the ways of teaching and learning by providing learners with immediate access to information.

Besides, Tella et al (2007) also comments that technology tools, especially the internet can help facilitate that process by providing the teacher and students alike with an opportunity to have easy access to current events. Schools are now equipped with computers that are connected to the internet as well as other digital resources. With the increased presence of technology in schools as well as in students' everyday life, teachers must create and utilize new methods of teaching that incorporates audio-visual aids. There is a desire from the students to integrate audio-visual aids into the classroom rather than past instructional methods.

Regardless of what others have said on the centrality of teaching using the internet in History classrooms, others have responded in a different manner. For example, according to Haydn (2002), the majority of History departments do not have easy access to a networked suite of computers, or whole-class projection facilities in any history room. This has a negative impact on both students and teachers as the opportunity to get the unlimited information is not available.

The above objective has highlighted how different audio-visual aids are used by both teachers and students. The results have explored how teachers and students use different audio-visual aids like the computer, projector, phone, smart screens/TVs, radio, and lastly, the internet in the study of History.

#### **4.4 Effects of using audio-visual aids in the teaching and learning of History**

This is another objective that was researched per the availability and use of AV aids by both teachers and students. Results from respondents show that audio-visual aids help to clear and simplify concepts, acquisition of skills among students, arouse learners' interest and motivation, acquisition/accessing of new information, making teaching easy, and lastly improving learners' performance.

##### **4.4.1 Clear and simplify concepts**

One of the effects of using the audio-visual aids that both teachers and students highlighted was that, AV aids help to clear and simplify concepts. Teachers argued that History as a subject is different from other subjects due to its nature. The abstract aspect of History makes it very hard for the students to completely understand issues. According to the respondents use of audio-visual materials assists teachers to teach effectively since the materials helps to simplify the concepts. It was established that use of televisions to watch historical film, and documentaries gives a clear picture of what happened in the past. Watching films put names to the already learnt information hence assisting students to fully understand the lesson. Linking with the cognitive load theory that guided the study, using audio-visual materials increases understanding of students, retention of the information as the lesson is made simple. It was discovered that learning using the auditory and visual senses at the same time increases the rate of understanding and retention by students.

According to a certain teacher, *“watching films/videos helps to bring vivid memories to the students since the abstract concepts associated with History becomes concrete. Students are able to relate whatever was discussed in class with what they are seeing”* (OI, teacher C, 10/05/24).

Students responded that:

*“Audio-visual aids like television makes learning real since a person is able to see what is happening” (FGD, student at school B, 30/05/24).* In the same line, Ogah (2023) argue that AV resources provide the learners with realistic experiences which capture their attention and help in the understanding of Historical phenomena. Use of audio-visual aids supplement the work of the teacher and help in the study of the textbooks.

A student mentioned that:

*“Learning using TVs also assists in clarifying some points which students fail to understand” (FGD, school E, 22/05/24).*

It was also observed that by using the computers, learners managed to connect what they learned in class with what they could see. The use of the computers also brought reality to the classroom (Lesson observation school, D 28/06/24).

This also corresponds well with the cognitive load theory that guided the study. The load emphasizes on the teachers to reduce the working memory of students by designing and using different materials which will assist in making learning simple. The load states that the difficult aspect of concepts is made simple, easy to learn and understand if careful thought in the use of materials is considered by the teachers. This reduces the working memory as less effort is used to search for the information (Sweller, 1994). Pathak (2003) comments that “their appeal to the mind is quite irresistible as combination of visual with voice or touch lends reality and life to the experience and knowledge gained, gets imprinted on the canvas of the mind of the child” (p. 63).

#### **4.4.2 Acquisition of skills among students**

According to the results, acquisition of skills among students was also highlighted by the teachers and students. The results indicated that students gain communication skills if they are involved in the use of AV aids. For example, using the projector to make PowerPoint presentations after classroom discussions is achieved in this way. Students can use the skills gained after school if well-nurtured. Furthermore, the skill of searching for information on the internet and analysing content based on differences and similarities on what others have written is developed too. Students can use the skills gained later at the Universities, or in the corporate world leading to their own advancement and that of the nation.

In agreement with the above, one teacher revealed that, using a computer increases students' creativity to come up with multiple meanings or explanations on the content displayed (OI, teacher F, 21/05/24). Another teacher highlighted that students not only benefit from the information they get, but also, they obtain skills in operating the equipment's which they can use at the University to enhance learning, and also in carrying out research (OI, teacher E, 24/05/24). Similarly, Smith (2010) argues that teaching and learning resources allow students to model the work of historians and develop range of important life skills including communication, observation, deduction, interpretation and questioning. In his analysis Smith continues that technology presents teachers with the ready means to develop cross-curricular links, and to reinforce skills developed in other subject areas.

A study by Didace and Andala (2021) argue that there is a general understanding that ICT is a crucial element in dispatching skills. Also, Ludlow (2011) comments that, the importance of ICT are to enable the obtaining of skills, and providing countries with chances to improve their

education system. He further states that ICT can also help develop the skills required to communicate effectively.

As much as it is true that audio-visual aids lead to the acquisition of the skills mentioned above, it should as well be noted that this is possible if there is continuous use of the resources and that students are also given the chance and opportunity to interact with the materials too. Building of such skills is a continuous process and that is why modern teaching and learning of History encourages teacher's use of technological resources as students of today associate themselves better with technology than the tradition approach where there is rote learning.

#### **4.4.3 Arousing of the learner's interest/motivation**

The study also found that using audio-visual aids to teach history helps in arousing the learner's interest and motivation. Respondents shared that, even students who are not interested to learn History because it is a difficult subject, is associated with dead people, and involves memorization of facts, dates and ideas, their interest and motivation is captured when the audio-visual aids are used. The study revealed that computers increase the student's interest to learn as both visual and auditory sense are employed at the same time. A mere glimpse of the computers already arouses the interest and motivation of students making them eager to learn. Both the teachers and the students shared that use of the projector, computers, phone and TV helps to reduce the boredom on the part of the students as the learning environment is made real. Using the modern materials helps to increase the number of students opting to study History.

In view of the above, a teacher responded that, it is true that computers increase the motivation of students to learn as they are eager to see new things other than depending on using the

chalkboards most of the time (OI, teacher B, 09/05/24). Another responded that, watching a film makes learning interesting as one is able to see things and compare with what books have written (FGD, student at school B, 30/05/24).

Another teacher also said that, *“by flooding the same platform which students are interested in like the internet, the computers, the phones, and the TVs with historical information helps them to be motivated to learn as they align themselves better with the use of technology than other instructional materials”* (OI, teacher D, 17/05/24). Pathak (2003) highlights that, “AV aids make the lesson colorful and generate interest in the classroom proceedings and children automatically get motivated to learn still further. This interest and motivation help them to imbibe the facts and retain them” (p. 64). According to Nasibi and Kiiio (2005), History learning resources are important in education because they motivate learners to learn as learners come into contact with real things. They encourage learners to utilize more than one sense, thereby increasing their retention capacity.

Similarly, Boadu (2014) comments that the application of technology presents a more convenient means of presenting Historical information in real-life contexts thereby quicken the interest of the learners and motivate them to learn. This is because events are taught through well informed demonstrations, useful explanations and top-quality presentations. Lavin et al (2011) argue that students whose instructors used technology moderately or extensively in class indicated that the removal of technology from the class would have a negative impact on content learned in class, their attentiveness in class, their desire to take more lessons from that particular teacher, and their desire to take more lessons in the subject area. The study indicated that students who experienced technology in the classroom would rate a course less favorable

if the technology was taken away. The responses suggested that courses that did not use technology could be improved by the introduction of technology into them.

Use of the computers, projectors just to mention a few motivates most learners to learn History as they get excited, and their interest in the subject is also captured. The Historical association (2007) comments that images force pupils to go beyond their instinctive reaction, and lead them into creating their own questions about an event. Smith (2010) states that, “the interactive nature of ICT-based tasks associated with a very visual approach to learning can help pupils remain motivated and engaged with a task” (p. 88). While Dhanabalan and Awang (2023) observe that teaching materials are important to make learning more interesting, practical, realistic, and attractive. Kassim et al, (2004) asserts that technology-based learning activities create an atmosphere of great engagement and dedication on the part of students which motivates even weak students to get involved in classroom tasks. It is therefore against this background that teachers must come up with many authentic materials to attract the pupils’ attention towards learning. Pupils are keen to face many multimedia gadgets that make them avoid reading from any printed reading materials

However, Smith (2010) argues that technology in classrooms can too easily disrupt the lesson rather than support it. Indeed, there is a real danger that a computer lesson is regarded by the pupils as a treat, or a play activity, so that the objective of the lesson becomes using the computers. Teachers need to be aware of the consequences associated with incorporating the audio-visual aids to maximize teaching and learning process as the same resources can also disrupt the classes. Classroom management can be affected as students make a lot of noises due to the excitement. Some students even search for the unnecessary information which is not related to the curriculum. It is therefore paramount that teachers should monitor the students

when such materials are being used to increase both teaching and learning process. Also, planning of activities should be in line with the age and intellectual capacity of the class to increase the effectiveness of the resources.

#### **4.4.4 Acquisition of new information**

Respondents also agreed that acquisition of new information is another effect associated with the use of audio-visual aids. Teachers agreed that when used properly, effectively and efficiently, learners acquire new information. For example, the study found that using the computers and also phones that are connected to the internet allows both the teachers and the learners to get unlimited information related to the study of History. These audio-visual aids act as vehicles that guides the teacher to acquire information. The study further established that nowadays getting Historical information for instruction does not completely depend on the History books and the library alone, but also through searching on the internet and other related audio-visual aids. In addition, the study also found that YouTube is one of the mostly used platforms on the internet by both teachers and students where unlimited information that is well explained with vivid examples is accessed for teaching and learning purposes.

Students shared that:

*“Using AV aids like the computer that is connected to the internet helps one to get new information which may not be available in the books” (FGD, student at school F, 21/05/24).*

*“More information is obtained from the internet which teachers may have forgotten to share in class” (FGD, student at school E, 22/05/24).*

Teachers explained that:

*“What you forgot to tell the students in class is highlighted to them when watching a film” (OI, teacher A, 17/05/24).*

*“New information is also obtained from You Tube which facilitates both teaching and learning (OI, teacher B, 09/05/24).* Equally, Tella et al, (2007) states that technology tools especially the internet can help facilitate that process by providing the teacher and students alike with an opportunity to have easy access to current events and primary historical documents such as diaries, letters, pictures, movies, and clips.

Another teacher said that:

*“Using the phones also helps teachers to share more information to students through the forums created. This helps teachers to cover more work as learning is done even outside the normal time table. Computers are also used to upload materials, information for the students to access” (OI, teacher D, 17/05/24).* Smith (2010) shared that ICT can help pupil’s access historical sources through the web, and evaluate them.

In line with what has been highlighted, Pathak (2003) comments that audio-visual aids stimulate auditory or visual senses or both that help the child to receive knowledge or information with greater intensity. Conversely, using of other non-technological devices cannot be completely ignored because they too support teaching and learning in a positive way by enhancing the acquisition of information. Charts, History textbooks, pictures, and other printed materials assists the work of the audio-visual aids in History classrooms. For example, the study found that in schools where audio-visual aids are limited like in the CDSS teachers used these instructional materials to ease teaching and learning. According to Adeyinka (1990), cited in Ogah (2023), “History textbook is essential for History teaching and learning because it contains in-depth information on the themes covered in the History curriculum and that textbooks are the most common aids for teaching History” (p. 4). Also, Oakes & Saunders

(2002) agrees that “History textbooks are the major tools that teachers use to organize their lessons and provide students with content knowledge and skills” (p. 4).

#### **4.4.5 Easy teaching and learning**

The study also established that, use of the computers or digital library, internet, TVs, projectors, and phones in history helps to achieve the above theme. According to the teachers that were interviewed, the above-mentioned audio-visual aids guides teachers during lesson delivery. It was also discovered that, by using computers or a phone, more information is accessed very easy and fast on the internet by both teachers and students than going to the library to search for the books. Students also shared that, learning is made easy and simplified when the audio-visual aids have been used.

Furthermore, respondents shared that through the forums that have been created by teachers students are given the opportunity to ask for clarity on the areas they failed to understand in class. This is in line with the cognitive load theory which encourages teachers to take into consideration the use of resources when planning for instruction as the materials makes learning easy, and increases retention and understanding of concepts. Audio-visual aids can help to highlight crucial points and relationships between ideas by minimizing the amount of time that students’ needs to spend looking for this material in their working memory.

Teachers explained that:

*“There are so many history channels on the internet which can be used by both teachers and learners to get the information” (OI teacher B, 09/05/24).*

*“Having access to the internet simplifies teaching as the history websites have all the information to enrich teaching” (OI, teacher D, 17/05/24).* According to Boadu (2015),

planning on resources will help reduce the abstractness associated with the teaching of History since the teaching resources serve as vehicles by which teachers can effectively convey content knowledge to students.

On the other hand, a student also responded that, *“presence of the digital library helps to obtain information at any time”* (FGD student at school E, 22/05/24).

Other studies like Alexander (2013) argues that many online learning materials can be adapted to accommodate self-paced learning and allow students and teachers to work together to achieve the intended goals. Technology-aided instruction therefore presents a more student-centered orientation to the teaching of history and helps in shaping students’ attitudes and understanding and also propels them towards student-owned learning.

#### **4.4.6 Improving of learners’ performance**

Document analysis of the results from the schools selected showed that indeed performance depended on the availability of teaching and learning aids in schools. It was established that schools that have adequate resources the students did well in History as compared to other schools. Inadequate of AV aids and other materials like books may have made some schools not to perform well in as far as examinations are concerned. Respondents shared that there is need for schools to be fully equipped with all the necessary teaching materials so that performance in schools is increased to improve the education standards. Using varying types of teaching and learning aids can make a huge difference in as far as performance is concerned. For instance, according to the Planning, Monitoring & Evaluation Department (2023), in terms of distinctions per subject at school level, the highest score was from a NSS with 40 distinctions in History against 353 distinctions from all the subjects offered at MSCE. In District DDSS,

the top School scored 24 distinctions against 89, while from the CDSS, the highest score was 2 out of 25 distinctions.

Learners that are exposed to sufficient learning resources are bound to perform better in their examinations due to the fact that participation, involvement, and having a feel of the past through visual and auditory senses makes one to remember during examinations. The study observed that in the NSS and DDSS, teachers used the audio-visual aids since the schools have such materials. On the other hand, from the CDSS since the audio-visual aids are inadequate, teachers did not utilize them. As a result, there was a difference in classroom participation. For instance, from the lessons that were observed it was discovered that more positive answers were given to lessons where the audio-visual aids were used since they were active participants during the whole process of teaching and learning (Lesson Observation, teachers D, 26/06/24, and E, 20/06/24). On the other hand, teachers that did not use any of the materials there was little and no participation on the part of students (Lesson observation, teachers A, 24/05/24, C, 18/06/24, and F, 25/06/24).

In agreement with the above, Bonga (1990) asserts that not all schools in Malawi are equitably supplied with resources necessary for effective teaching and learning. This leads to instructional variation and consequently differential achievement among MSCE History candidates. He advises that more textbooks and supplementary instructional media should become part and parcel of the history teaching process in Malawi to offset the prevailing trends. Haydn & Counsell (2003) also comments that investing in ICT is a very clear symbol of a school's commitment to improving levels of pupil performance and can have a positive impact on pupils' attitudes toward the school. Abaas et al., (2012) observes that learners that are learning through the use of charts, figures, pictures, flip charts, videotaped and other equipment

achieved better than their counterparts teaching through the use of traditional lecturing methods. Similarly, Harrison et al. (2002) comments that using ICT to support learning has been proven to improve pupil performance across the curriculum.

In the same line, Mwanthwana et al (2014) state that the availability and adequacy of learning materials is closely related to how learners perform in History examinations. It is understood that insufficient learning resources will lead to poor performance in any course, not just History. Hoge (1988) argues that teaching about the past would be very much enhanced with the careful and meaningful integration of sounds, images of videotapes, films, filmstrips, and trips to historical sites. It is believed that students learn in various ways and therefore employing different ways of presenting content to students is likely to positively impact on students' understanding and academic performance. Various studies by (Eshiwani, 1983; Maundu, 1986 and Ananda, 1990) as cited in Mwanthwana et al (2014) have argued that inadequate learning resources in both primary and Secondary Schools impact negatively on performance of students in national examinations. Opula (2012) also asserts that, school-based factors such as adequacy of instructional resources impact on the performance of students in national examinations.

Below, the two tables shows how teaching and learning materials affect performance of students at MSCE examination in the Northern Education Division.

**Table 4.2: The 2023 MSCE results pass rate by type of school**

SCHOOL TYPE	PASS RATE	RANK
National SS	94.65	1
District Day SS	71.23	3
CDSS	45.44	4

According to the Planning, Monitoring & Evaluation Department (2023), the table shows that in terms of schools pass rate, the NSS are on top of the list with a pass rate of 94.65 followed by the DDSS with a pass rate of 71.23. In the last position are the CDSS ranked fourth with a pass rate of 45.44. Though there might be other factors associated with how Schools performed, but to a larger extent how teachers handle the History classrooms in terms of teaching and learning materials and methodologies speaks volumes as in line with what was recommended by the Planning, Monitoring & Evaluation Department report in NED.

**Table 4.3: 2023 and 2024 School performance in terms of number of distinctions**

Distinction	ONES	TWOS	TOTAL	PERCENTAGE	RANK	YEAR
History	5	613	618	10.69	7	2023
History	3	543	546	8.36	10	2024

The table shows how the distinctions were distributed in history in the 2023 and 2024 MSCE examination results in NED (Kabaghe, 2024). Looking at the table above, one can conclude that the majority of the students who sat for History MSCE examinations got passes, and some even failed in History by looking at the percentages exhibited above. This indicates why the need to use materials in the teaching and learning of History is very paramount since there is a connection with the performance rate of the students. According to the Planning, Monitoring

& Evaluation Department (2023), it recommended different practices in improving MSCE quality performance and pass rate. For instance, they suggested the introduction of NED strategic plan, where the issue of the use of resources to support teaching and learning was mentioned as a priority. In addition, there is a need for subject teachers to be trained on the best teaching methods in their respective clusters to increase performance in all the subjects. This clearly shows how the teaching materials are closely related to how students perform. However, it should be noted that several factors are also associated with the performance of students apart from the audio-visual aids. For instance, in NSS an increase in performance could also be related to the nature of the students who are very hard working, as compared to those in the CDSS. Also, in terms of resources, NSS are better-equipped, unlike in other Schools. In addition, other instructional materials like the History textbooks, charts, and maps also play a crucial role in the performance of students.

#### **4.5 Challenges teachers face in the use of audio-visual aids in the teaching and learning of History**

This is the last objective that was investigated concerning the availability and use of audio-visual aids in the study of History. Using lesson observation, interviews, and FGD with students, the results came up with ten themes based on the participants' responses. Among the challenges that were highlighted by the History teachers are inadequacy of the audio-visual aids, time consuming, lack of technical expertise, lack of interest/seriousness, lack of accessibility, lack of internet connection, requires electricity, misconception towards use of audio-visual aids, can sometimes negatively affects learning process, lastly, they are expensive/costly.

#### **4.5.1 Inadequacy of the audio-visual aids**

Based on the document analysis conducted in six Secondary Schools in Karonga District, the study established a difference in terms of types of audio-visual aids available. The six Secondary Schools which are categorized into the NSS (Schools D and E), DDSS (School B), and CDSS (Schools A, C, and F), the results revealed that there are adequate audio-visual aids in the first two categories as compared to the CDSS where the resources are not enough. For example, in schools A, C, & F, each school has a single computer, and no internet connection apart from the teacher's phones. On the other hand, Schools B, D, & E teacher's schemes and records of work showed that they are adequately resourced with the audio-visual aids as they have the projectors, computers that are connected to the internet, smart screens/TVs. However, despite having the resources they are still deemed to be not enough as a teacher in one of the Schools narrated that priority to use the materials is often given to the examination classes (forms 2 & 4) to prepare for MANEB examinations. It was also discovered that in the DDSS not all the computers were working hence limiting the use of the AV aids by students and teachers. The problem of resources not being adequate have made teachers to continue using the other instructional materials like the History textbooks, pictures, other printed materials and the charts as they are readily available and easy to manipulate.

For instance, in one of the lessons observed, a teacher failed to capture the interests of the learners since there was only a single computer that was used (lesson observation school A, 30/05/24). On the other hand, in Schools C, and F, the lessons were taught using the charts, and the History textbooks because of the inadequate of audio-visual aids as each school has a single computer respectively (Lesson Observation teacher C, 18/06/24, and F, 25/06/24).

A student at one school also narrated that, *"there is only one computer at the school which always stays in the deputy's office"* (FGD, student at school A, 17/05/24). Lora (1980) states

that the scarcity or unavailability of these resources in schools makes it extremely difficult for History teachers to implement the Alternative Tradition in the History classroom. It is therefore common to see a teacher relying heavily on a textbook while students spend a lot of time copying notes from the chalkboard rather than absorbing what they are being taught.

In line with the above, different studies also agree on the issue of the materials not being enough. Balaza (2007) comments that many teachers who had found themselves in this situation have attempted to teach without using any teaching aid. This tendency has adversely affected the quality of instruction in the schools. Mwanthwana et al (2014) also agree that lack of these facilities may influence performance in national examinations. Based on their research and report, the quality and adequacy of resources such as physical facilities, teaching and learning materials have a direct bearing on the quality of education as they determine how effectively the curriculum is implemented. History learning materials and resources in Secondary Schools influence students' performance.

Mwenda (2022) also agrees that the majority of the schools do not have access to ICT, which can be used to promote interactive learning during the study of History and increase the amount of information available to both history teachers and students. Mwenda further states that teachers and students also reported that they do not have access to video, TVs, computer centers and internet connections where they can watch history educational films. This resulted in most students opting for other subjects which are accessible through ICT. Audio-visual aids are at a very low level of usage, and teachers refer to them rarely. Absence or ineffectiveness of these materials has a negative impact insofar as teaching and learning of History are concerned. According to Ndlovu et al (2019), the lack of quality resources available to teachers means that their subject knowledge is not improving which affects their teaching and the depth of the

content that the students are learning. Ogah (2023) also comments that the non-availability of the audio-visual aids affects students learning and comprehension of History lessons since these materials are considered to be relevant in teaching history. Audio and audio-visual resources in history lessons make events that took place in the past look real to students and this reduces the abstract nature of the subject hence more suitable for class teaching.

#### **4.5.2 Audio-visual aids are time consuming**

Another challenge that the study established was that most of the audio-visual aids consumes a lot of time. It is indeed true that AV materials in most of the Schools are not frequently used owing to the issue of time factor. It was established that, History is only given three periods per week, thus, a double period, and a single period. This already is not enough looking at how bulky the syllabus is. Unlike the sciences and the languages, they have more time allocated to them. In addition, it was also discovered that all the subjects are given 35 minutes in some Schools in order to accommodate as much subjects as possible on the timetable. This is true especially with the double shift schools where the same classes used in the morning have to be used again by those coming in the afternoon. To cover a lot of work the study found that most teachers did not use the audio-visual aids in the lessons observed; instead, charts were used since they do not consume time. For example, preparing the slides for PowerPoint presentations takes time. Setting the equipment's also consumes time which is already limited in History. According to the teachers, on rare occasions, audio-visual aids are used when they have double periods. For example, out of the 12 lessons observation conducted, only two schools (D & E) managed to use the audio-visual aids while the rest of the schools used the charts, pictures, the textbooks and the lecture method to convey historical information.

Teachers explained that:

*“Time allocated for history is not enough to assemble the gadgets as a single period is only given 35 minutes. Other materials are therefore used to save time as they are easy to use” (OI, teacher F, 21/05/24).* Amenger (2011); and Haydn (2001) reveals that teachers’ lack of having sufficient time to prepare instructional materials using technology as well as time to plan how to integrate computers into history lessons is the most common barrier to audio-visual use. Davies (2011) comments that the amount of time allocated to History in the school timetable has also been reduced in recent years, with many schools providing less than an hour a week for History education. This is perhaps one of the most widely held grievances of history teachers.

*“Computers, smart screens, or the projector are only used if it is a double period. History is only given three periods per week and this makes it very difficult to use the AV aids as they need time to set them like the case of the projector” (OI, teacher E, 24/05/24).* According to Ruto & Ndaloh (2013), History is overloaded with more than what teachers could cover as the subject is given too little time on the timetable which does not tally with the enormous content of the subject, which forces teachers to rush through the syllabus. The large content to be covered greatly compromises the teaching of History.

Another teacher also mentioned that:

*“Sometimes network issues can also affect the learning process. You have planned to use the internet but only to discover that it is not there or is too slow hence losing time in the process” (OI, teacher B, 09/05/24).*

*“Bringing attention of the students sometimes consumes time due to their excitement by the mere glimpse of the materials like the projector, TVs hence reducing the time of teaching and learning” (OI, teacher A, 17/05/24 ).*

The time factor is also limiting teachers to use technological materials since developing good e-learning habits takes time (Phillips, 2008). The pressure of time has to be a factor in the successful development of e-learning approaches. Dzikanyanga (2017) also argues that limited time is allocated to History teaching and learning in schools which force teachers to rush through the syllabus.

Davies (2011) also comments that most inspirational teaching requires careful and thoughtful preparation, adjustment to the context of the lesson, learners and careful reading of the instructions relating to how the resource might best be deployed. Due to time factor, there is poor use/non-use of the AV materials by most History teachers which in the end affects how the subject is taught. Regardless of time creating a gap between History education and using of audio-visual aids in History classrooms, teachers are advised to make use of the materials as there is more to what technology can offer.

#### **4.5.3 Teachers lack of technical expertise on the use of the audio-visual aids**

The study also found that lack of technical expertise is also militating teachers against using the audio-visual aids in History classrooms. It was established that, the problem have led teachers to continue using the same old approach of teachers being the only transmitter of knowledge hence teaching without them. In addition, some History teachers have issues on how to access information on the internet as such has to rely on others for help. Teachers revealed that, other instructional materials like charts, history textbooks are instead used to overcome the above challenge.

A teacher responded that:

*“Lack of expertise or knowledge of teachers on how to use the AV aids like the computer and the projector prevent teachers from using them hence increasing the usage of the easily accessible materials like the charts which when used continuously in each and every lesson contributes to the boredom of the learners” (OI teacher F, 21/05/24).* Haydn & Counsell (2003) comments that effective preparation of teachers to use ICT requires elements of both training and education. Similarly, Dzikanyanga (2017) also point that lack of technical knowhow among teachers is rendering the ICT gadgets useless. The study established that the LCD Projector at Mzuzu Government Secondary School is used by very few teachers although it is meant to be used by all teachers at the school.

Other teachers also responded that:

*“Not every teacher knows how to access education channels and download materials from the internet” (OI, teachers A, 17/05/24).*

*“History is not attached to the use of these AV aids like is the case with computer studies. As such, not every teacher has knowledge on how to use them” (OI, teacher D, 17/05/24).*

*“I do not know how to use a projector hence using it is out of question” (OI, teacher C, 10/05/24).* In a related literature, Davis (2011) states that “the internet is a wonderful source of ideas, and it often reduces the time required to put together a lesson ‘from scratch’, but it does not obviate the need for teacher mediation of the resources” (p. 242). As much as these revelations are true in militating against teacher’s use of audio-visual materials, the problem can easily be addressed by heads of schools. Headmasters have the mandate to organize for continuous professional developments or inserts for teachers to be trained and be equipped with the current information on the use of AV materials to enrich teaching and learning. Personally, teachers can find means to further their skills to meet the growing demand of technology.

#### **4.5.4 Teacher's lack of interest/ seriousness in the use of audio-visual aids**

This is another factor the study found that is limiting teachers from using the audio-visual aids. It was discovered that teachers are not interested in using the audio-visual resources because they do not have enough time. Since History is already given less time on the timetable, therefore, using audio-visual materials cannot work because they will need more time to prepare for the lessons. In addition, the subject is already overloaded in terms of content and the only way to finish the syllabus is to use the charts, pictures and the textbooks. Also, it was discovered that, majority of teachers are used to the same way of how History was taught in the past, and how they too were taught, which encourages students to memorize dates, and less time was given to the students to interact with the materials. The study also established that laziness/ lack of seriousness is also attributed to the fact that most of the schools do not have adequate resources. For instance, in schools that have a single computer using audio-visual is a challenge.

Some teachers revealed that:

*“Teachers prefer to use the most common, easy, and available aids like the books, the charts, pictures, drawings, maps, and other printed materials to the use of the computers, projectors, TVs, radios, and internet. Sometimes even teaching without any learning materials but only lecturing method” (OI, teacher B, 09/05/24).* This is in agreement with Didace & Andala (2021) who observe that teachers do not mind about the proper use of using audio-visual materials because the school does not have the materials.

Furthermore, the teachers revealed that:

*“The fact that am overloaded with a lot of periods and classes, to find more time to use these AVs is out of question as a result the charts are regularly used” (OI, teacher C, 10/05/24).*

*“Majority of teachers are not interested in using the audio-visual aids in History classrooms arguing that they consume more time. It is because of this fact that most of the teachers prefer to use the books, pictures than using the computers, TVs as well as the projector” (OI teacher A, 17/05/24).*

This was also witnessed in lessons observed at different schools where charts, and History books dominated lessons as teaching and learning materials despite teachers and students acknowledging to the fact that they have the audio-visual aids like computers, projector, internet and the TV.

As cited in Namamba & Rao (2017), this is what different studies had to say on the issue of not using the teaching and learning materials. Mtitu (2014) identified teachers’ little understanding of learners centered pedagogy as one of the factors limiting teachers’ application of reform-oriented teaching approaches in Tanzania. According to Komba and Nkumbi (2008), teacher professional development in Tanzania is not well organized and coordinated. Generally, teachers have very few opportunities for professional development. This has caused many teachers to persist with traditional approaches to instruction and low success in implementing the current history curriculum which is competence-based (Kafumu, 2010).

Boadu et al., (2014) comment that inadequate time and lack of motivation are some of the challenges that teachers face in history. This could also suggest that the conditions for effective technology use in history lessons are probably not in place, or History teachers are actually disinclined towards making extensive use of technology in their lessons. Likewise, Gulbahar & Guven cited in Boadu et al (2014) argue that “the attitudes and perceptions of teachers are major predictors of the use of new technology in instructional settings, and that these attitudes toward technology shape teachers own experiences as well as experiences of the students they

teach” (p. 192). In agreement with the other studies, lack of seriousness in the use of audio-visual aids is as a result of different factors present at the school. These includes: inadequate materials, and also that less amount of time is given to History. Other factors include lack of willingness by the teachers to adopt new technological equipment’s, and lack of competency on how to handle such materials in class.

#### **4.5.5 Lack of accessibility of the audio-visual aids**

Lack of accessibility of audio-visual aids has also made History textbooks, charts, pictures increasingly being overused in classrooms. The study found that despite some of the sampled schools having the resources, they are not accessible to the students. A good example is where the computer room is mostly used by students taking computer as a subject, and no other subjects like history. On the same note, through document analysis it was discovered that three schools have a single computer each making it not easy to use in class. Furthermore, based on the lesson observations of Schools, teachers in three schools (A, C & F) mostly incorporated the charts, the textbooks, and the maps when observed since the only used AV was the teacher’s phone. These scenarios are a clear indication of how some of the audio-visual aids are not easily accessible by history students.

In agreement with the above, Haydn & Counsell (2003) observes that, access issues remain an important factor inhibiting the day-to-day use of ICT in History lessons. (Adeyinka, 1990; Oppong, 2009; Ruto & Ndaloh, 2013) also observe that History teachers used textbooks frequently and did not make use of other instructional and technologically oriented resources such as audio media, visual media and audiovisual media in history lessons. In current teaching and learning dispensation, such resources are very necessary if students learning can be impacted positively.

#### **4.5.6 Lack of internet connection by some schools**

The internet, when connected to computers or phones, is one of the most used devices to enhance teaching and learning in Schools. However, the results of the study established that half of the schools, especially the NSS and DDSS where data was collected have internet connection (schools B, D, and E), and while in the CDSS (schools A, C, & F) there is no internet connection. This has reduced the rate at which the internet is being used by both teachers and students where unlimited information can be accessed.

A teacher responded that,

*“The greatest challenge is the school has no internet connection affecting the teaching and learning process as having access to the internet can help to access information, films, documentaries, speeches from You Tube and different history websites available online” (OI, teacher A, 17/05/24).* In agreement, Haydn (2002) in Haydn & Counsell (2003) observes that “the majority of History departments do not have easy access to a networked suite of computers, or whole-class projection facilities in any history room” (p. 30). This affects how teaching and learning is done in most schools. Haydn further states that the move towards investment in networked suites has meant that some History departments do not possess any computers in their teaching rooms. Similarly, teachers from schools C & F narrated the same problem of lack of internet connection at the institutions respectively.

Although the situation remains the same in most of the schools, History teachers should acknowledge the significance of using the internet as have been highlighted by some studies. An (2021) also observes that, the Internet has changed the ways of teaching and learning by providing learners with immediate access to information. Tella et al, (2007) argue that

technology tools, especially the internet can help facilitate that process by providing the teacher and students alike with an opportunity to have easy access to current events.

#### **4.5.7 Use of audio-visual aids requires the use of electricity**

Another theme that emerged from the results is that AV aids require electricity for the materials to operate. Lack of electricity prevents teachers from using the materials when teaching. According to what respondents shared, continuous blackouts have created more room for the charts, textbooks and maps to dominate History classrooms insofar as teaching and learning of history is concerned. Using such materials guarantee that teaching and learning cannot be affected.

Teachers highlighted that:

*“Most of the audio-visual aids like the computers, projectors, radios, TVs requires electricity for them to be functional. The issue of electricity most often disrupts the whole lesson as you are aware that Malawi as a country most of the time electricity is out affecting the use of these aids” (OI, teacher E, 24/05/24).* Argued by Dzikanyanga (2017), persistent blackouts in the country are rendering the ICT gadgets useless. Issues of electricity have made the audio-visual aids unreliable.

*“Sometimes you find that you are in the process of teaching and suddenly there is power interruptions. This affects the whole lesson” (OI teacher D, 17/05/24).*

*“Blackouts limits the use of the AV aids which also affect the teacher to use the gadgets as planned” (OI teacher B, 09/05/24).*

#### **4.5.8 There is a misconception towards the use of audio-visual aids.**

Research findings established that most teachers do not include the use of audio-visual aids in the schemes and records of work when planning. However, they include the use of textbooks and charts. This is largely linked to the issue of audio-visual aids being associated with the teaching and learning of computers. The study found that Schools that have adequate computers/digital libraries are those that do offer computer studies as one of the learning subjects. For instance, only three schools (B, D & E) out of the six sampled schools have digital libraries/computer labs where computers are stored and are connected to the internet. Since Schools (A, C & F) do not offer computer lessons, the resources are inadequate, evidenced by a single computer available at each school. This drawback is limiting the use of computers and other related audio-visual aids. It was also discovered that the schools that have benefited from digitalization priority is given to both teachers and students studying computer to access such materials. Failure by the government to equip all schools with the computers and other related audio-visual aids clearly indicates how the misconception is deeply rooted in schools. In addition, although the current curriculum aims at training the child holistically and prepare them for the life after school, the History curriculum has ignored the aspect of using the ICT to enable students to gain different skills.

A teachers shared that:

*“The school has only one computer to be used by all teachers and learners” (OI, teacher F, 21/05/24).* Ruto & Ndaloh (2013) comments that history teachers face a lot of challenges such as inadequate support in the acquisition and purchasing of instructional materials for teaching the subject. Priority in the allocation of resources is given to the science department subjects at the expense of humanities/social sciences. This has given less morale to teachers who are teaching the subject and affects how they deliver their content. Consequently, teachers are

continuing with their old pedagogical practices without running the risk of violating the demands of the new curriculum.

Other teachers argue that:

*“Only schools that offer computer lessons are resourced with the computers” (OI, teacher C, 10/05/24).*

*“The issue of inadequate of AV aids is different with other developed countries where the materials are available and accessible. They are moving with technology yet here we have not even started. The problem is, in Malawi when you are talking of AV aids people associates with computer studies even though the number of students taking computer lessons is less. This shows that schools are not prepared to embrace the use of audio-visual aids like computers to teach history” (OI, teacher D, 17/05/24).*

In line with what has been said, In addition, Tan (2009) asserts that, another deficiency of the syllabus is that it has completely ignored the important role played by ICT in the 21st Century History education. According to Tan, although it takes a step forward in history pedagogy, it takes two backwards in the context of 21st century education which hinges on ICT. The outcome-based education curriculum (OBE) specifically the History curriculum does not promote the use of ICT tools although their role is indispensable in modern History education.

#### **4.5.9 Audio-visual aids can disrupt the learning process**

Although audio-visual aids are very essential to both teachers and students in history, the study also found that they can disrupt the whole process of instruction if care is not taken seriously. Based on what the respondents shared, sometimes students may go to the classroom not entirely to learn, but just to watch the movies, use the computers and other related resources instead of

using the resources to achieve its intended goals. This has made teachers to use other materials like the textbooks and the charts to finish the syllabus as they do not disrupt teaching.

Teachers responded that:

*“AV aids may lead to learners getting wrong information than expected. There is need to acknowledge to the fact that this generation likes to see more on what is happening around them in the world of technology. Leaving them an attended can lead to them in accessing websites that are not aligned with their subjects/curriculum (OI, teacher D, 17/05/24).*

*“Students may sometimes start searching for other information on the websites which is not in line with lesson at hand if the teachers are not monitoring them” (OI, teacher E, 24/05/24).*

Students shared that:

*“Students can easily get more information that is not in line with the syllabus when using materials like the computer, TV, internet and that can sometimes bring confusion if not very careful” (FGD student D, 22/05/24).* Smith (2010) comments that “there is a real danger that a ‘computer lesson’ is regarded by the pupils as a treat, or a play activity, so that the objective of the lesson becomes using the computers” (p. 89). He further argues that, technology in classrooms can too easily disrupt the lesson, rather than support it.

*“Watching a historical film in relation to the lesson sometimes surpasses the syllabus. We get information that can be outside or beyond the syllabus” (FGD students from school E, 22/05/24).*

Likewise, Hattie (2008) research suggests that “technology enhances learning only when normal good practice is also present” (p. 89). Also, Smith in Hunt (2007) comments that, the means of delivery should not obscure the historical learning which is intended but rather, the

technology should in point of fact be used in such a way as to bring the historical content or concept into a sharper focus than could be achieved by other means.

#### **4.5.10 Audio-visual aids are expensive/costly**

Lastly, the study also found that, audio-visual aids in general are very expensive and that a lot of resources, funds are needed in order to purchase them. Being costly or expensive is contributing to schools to depend more on purchasing the resources that are cheap like the charts, and textbooks. The research results indicates that, Schools that are less funded does not include the use of the audio-visual aids since materials are not available. This is the case with the CDSS where the data was collected. On the other hand, schools that receive more money from the government have resources at the institutions.

Teachers responded that:

*“AV aids are very costly and the school has a projector recently donated” (OI teacher C, 10/05/24).* Farant (1986) argues that the more effective and motivating the aids are, the more they are likely to be expensive. For example, TVs/smart screens, projectors, and computers just to mention a few are very effective, significant and motivate learners easily, but they are very expensive. The resources that have greater advantage over others are those that are costly.

While another teacher responded that:

*“There is only one computer at the school and this affects how teaching and learning is done and the school does not have money to buy more computers” (OI teacher F, 21/05/24).*

De Sausa and Van Eeden (2009) observes that, in South Africa, the problem of lack of integration of ICT into teaching and learning still exists since the infrastructure necessary to internet connection at the school is not readily available because they are expensive. Pathak

(2003) comments that, “though these are costly gadgets, yet wherever possible and feasible use of TV, and video should be made” (p. 69).

#### **4.5.11 Summary**

The chapter has presented and discussed the results that the study found out in investigating the availability and use of audio-visual aids in the teaching and learning of history by both teachers and students. Six secondary schools in Karonga District provided the information in as far as the problem is concerned. Using the document analysis, lesson observation, and focus group discussions, the study managed to get results around the four objectives that guided the study. The objectives are; types of audio-visual aids used, how the audio-visual aids are used in the teaching and learning of history, the effects of audio-visual aids, and lastly, challenges teachers are facing in the use of audio-visual aids in the teaching and learning of history. Different themes emerged on each objective per the topic understudy. Initially, the types of audio-visual aids include computers/digital libraries (use of internet), projectors, TVs/smart/screens, radios, and phones.

Participants also shared different responses on how the above audio-visual aids are being used by both teachers and students in History classroom to enhance teaching and learning. Different responses shows that audio-visual aids are crucial to both teachers and students for the reasons that, they clear and simplify concepts; helps in the acquisition of skills among students; arouse learner’s interest/motivation; helps in the acquisition of information; improvement of learner’s performance; and makes teaching and learning easy. Centering on the last objective about challenges teachers are facing, it was revealed that, inadequate of audio-visual aids; time consuming; lack of technical expertise; lack of interest/seriousness; lack of accessibility; lack of internet connection, requires electricity; misconception towards use of audio-visual aids;

disrupts teaching and learning; and lastly being expensive/costly are militating teachers against using them. The study therefore concludes that, the availability and use of the audio-visual aids in the teaching and learning of history is closely associated with the categories of school. For instance, the results indicated that out of the three different categories of sampled schools (NSS, DDSS, and the CDSS) where data was collected, the first two categories of schools have the audio-visual aids that enriched teaching and learning process. The schools have computers connected to the internet although some were not functional evidenced at one of the schools. They also have smart screens, and projectors just to mention a few.

Unlike in the CDSS, the schools have inadequate audio-visual aids which negatively affects both teaching and learning. For example, each of these schools have a single computer available, and no internet connection. The disparity of schools and how they are resourced in terms of audio-visual aids have a negative impact on how students learn which has also a bearing on how they perform during examinations as these resources are very significant in as far as history is concerned. The problem has contributed to teachers to continue teaching using the easily available and accessible materials like the History textbooks, charts, maps, pictures, and other printed materials in most of the schools. Since they are frequently used, they became monotonous leading to the reduction of students' interest, motivation, and participation, hence less students opting to study history. Therefore, as Schools, there is need to encourage and promote teachers to include use of audio-visual aids in the planning of history lessons. Use of technology in this era cannot be completely underrated due to their significance as they help in preparing the students for life after school by equipping them with different skills useful to meet the demand of the world of digitalization.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the conclusion of the thesis. It begins with a presentation of a summary of the results and then a conclusion that can be drawn from them. The chapter also make recommendations and highlights what would be areas for further research on the topic.

#### **5.2 Summary of research findings**

The thesis has discussed the factors in investigating the use of audio-visual aids in the teaching and learning of History with reference to selected Secondary Schools in Karonga District. The study identified different types of audio-visual aids available and used in different schools, how these audio-visual aids are used in the classrooms, the effects of audio-visual aids in the teaching and learning of history, and lastly, focus was on the challenges teachers are facing in the use of audio-visual aids. The summary of results has been done in line with the specific objectives that guided the researcher in the data collection.

##### **5.2.1 Types of audio-visual used in the teaching and learning of History**

The study observed that out of the three categories of secondary schools NSS, DDSS, and the CDSS, the first two categories have more AV aids as compared to the CDSS. This is because in the CDSS, they only receive vouchers, not cash, outlining what to spend on. This has led to the teachers in CDSS to continue using the other materials like the charts, history textbooks, maps, and other printed materials, as the schools do not have enough money to buy the materials which are also expensive.

Based on the document analysis done on the schemes and records of work, and teachers lesson plans, interviews, focus group discussions, and lesson observations, history teachers rely much on using the charts, the pictures, maps, and the history textbooks because they are readily available, accessible, they are cheap, easy to use, and that they don't consume much of their time. For example, the issue of computers and internet connections, only three schools B, D, & E have such facilities which enables both the teachers and the students to utilize when learning history. On the other hand, schools A, C and F has a single computer each with no access to internet.

### **5.2.2 How the audio-visual aids are used in the teaching and learning of History**

Based on the findings, the computers are used in various ways by both teachers and students in the teaching and learning process. Computers can be used to download information from the internet. Teachers also uses the computer to upload information or materials on the internet for students to access. The materials includes: MANEB past papers; question papers from other schools; for the students to copy down notes. They are sometimes also used to search for information which is not available in books to facilitate both teaching and learning. Students can also watch historical films that are in line with the syllabus, listening to documentaries and speeches from prominent figures in History. Lastly, computers can assists in the acquisition of different skills which can be used later in life. They can facilitate learning during the normal classes or even outside the time table.

The respondents agreed that projectors can be used in a number of ways. For instance, for presentation/teaching/discussion purposes in order to bring variety to the classroom where pictures, audio clips, video clips, and diagrams are included within the text to simplify learning.

Teachers also use them to give short and well summarized notes to the students. Can also be used as another platform where students watch films/videos that is in line with the syllabus and the curriculum. The projector as discovered it is used once in a while, not all the time. It is only available in five schools (A, B, C, D, & E).

Based on the responses of the participants in general, the phones are used by teachers to download information from the internet. Also, used to play an audio (documentaries, speeches) of prominent people in history to assist teaching and learning. Teachers sometimes use them to send notes, questions, question papers to students on the learning forums created to enhance teaching and learning process. Debates and discussions are also conducted between students and teachers by using the phones. Lastly, video clips, films, and audios are also shared with the students to highlight issues they fail to understand in class which can be accessed even at home. According to the teachers, a phone is used regularly, that is twice a week every time they have history. Used by all the teachers in all the schools.

In short, the TVs are commonly used for the learners to watch a historical film aiming at clarifying concepts and bringing reality to the classrooms. When connected to the internet, smart screens help both teachers and learners to get varying information on the YouTube and other historical websites. TV is used to conduct discussions and debates in class to see if the objective (s) of the lesson have been achieved. In terms of frequency, it is less used by the teachers in Schools B, D, and E where they have such equipment.

The radio is used by students to listen to different recordings, programs that are in line with the lesson/topic at hand. Discussions/ debates are also conducted using the radio. It is used occasionally, once in a while by all the teachers in all the School if there is such a need.

Lastly, with access to the internet at the school both, teachers and students can search for information on the internet to enrich teaching and learning. They can analyse a particular issue by contrasting and comparing what different authors have written on the same issue. Provides both teachers and learners with information that is not available in books but significant to the study of History. The internet as observed is used frequently in all the lessons by all the teachers despite only three schools B, D, and E being connected to the internet.

The above points have highlighted the frequency at which the materials are being used. The findings established that both the phone and the internet are frequently used as they are used every time teachers have History. This means twice every week. This also means that more information is accessed from the internet. However, less use of other audio-visual aids like the computers, projectors indicates that teachers, to a larger extent use the other instructional materials which includes the charts, History textbooks, pictures, other printed materials and the maps in the teaching and learning of History.

### **5.2.3 Effects of the audio-visual aids in the teaching and learning of History**

The study also established that, if audio-visual aids are available and used properly in History lessons, they have more to offer to both the learners and the teachers. It was established that, use of audio-visual aids helps in clearing and simplifying concepts, which sometimes seem challenging due to the nature of the subject. This also corresponds well with the cognitive load theory that guided the study. The cognitive load theory emphasizes that teachers reduce the working memory load of students by designing and using different AV materials which will assist in making learning simple. The load argues that the difficult aspects or concepts will be

made simple, easy to understand, and increase the retention rate. This, in turn, increases learning without necessarily putting much stress on the working memory to look for information. According to Pathak (2003), their appeal to the mind is quite irresistible as a combination of visual with voice or touch lends reality and life to the experience and knowledge, thus gained, gets imprinted on the canvas of the mind of the child.

In addition, they also help in the acquisition of skills among students like research and communication. The skills can be later used by the students at the Universities where expertise and knowledge in the use of technological devices is paramount. Also, the same skills acquired can be used elsewhere in life to improve an individual's life and a nation at large. The skills can also be used in education to conduct different research on how best to improve the education standards in the country. According to Didace and Andala (2021), ICT is a crucial element in dispatching skills. In the same vein, Smith (2010) argues that teaching and learning resources give students the opportunity to model the work of historians and develop range of important life skills, including communication, observation, deduction, interpretation and questioning. In his analysis, Smith (2010) continues by saying that, technology presents teachers with the ready means to develop cross-curricular links, and to reinforce skills developed in other subject areas.

Furthermore, it was discovered that the audio-visual aids play a crucial role in arousing learners' interest and motivation. Using technology creatively leads to more stimulating lessons and improved levels of learning. Pupils are keen to face many multimedia gadgets that make them avoid reading from any printed reading materials. This in return prevents boredom on the part of the students due to their active participation in the classroom activities hence leaving no room for any disturbances. According to Nasibi and Kii (2005), History learning resources

are important in education because they motivate learners to learn as learners come in contact with real things. They encourage learners to utilize more than one sense, thereby increasing their retention capacity. Use of the computers, projectors just to mention a few motivates most learners to learn history as they get excited, and their interest in the subject is also captured. Similarly, acquisition of new information is also achieved if the audio-visual aids are routinely used in class. Although we are aware of the great role History books play in the acquisition of knowledge, use of technology in this case, the phones, internet or the computers cannot be ignored. One can easily get the needed information very fast at that instant without spending much of the time looking for it. The information is there when needed. Teachers can easily access the information from different historical channels, websites as well as the YouTube which can be easily shared with the students. Learning forums can be created using phones where information can be easily passed on to students even after learning hours. The same forums can be used by the students to ask questions from their teachers for clarity. According to Smith (2010), through the ICT usage, pupils can access historical sources through the web, and evaluate them.

In the same vein, use of audio-visual aids assists in improving learner's performance. It was discovered that schools having access to the resources and being utilized effectively and efficiently showed better history results than schools with inadequate resources. This assists in improving the education standards of the nation. At the same time, History as a subject will continue to remain significant just like any other subjects as many students will be willing to learn the subject. According to different studies conducted, majority tend to agree with the results of the study that, indeed, audio-visual materials positively do affect learner's performance. Argued by Mwanthwana et al (2014), the availability and adequacy of learning materials is closely related to how learners perform in history examinations and that insufficient

learning resources will lead to poor performance in any course, not just history. Additionally, Abaas et al., (2012) observes that, learners that are learning through the use of charts, figures, pictures, flip charts, videotaped, films and other equipment achieved better than their counterparts teaching through the use of traditional lecturing methods.

Last but not least in importance, use of AV materials does make teaching and learning easy where by one can just go on the computer and download any information needed related to the lesson at hand. Technological devices help in bringing the information at the student's fingertips since one can even learn while at home using the phones. This tallies well with the cognitive load theory that guided the study which states that, use of these materials like the computer, the charts, pictures, projectors, films, videos, and many more, helps in simplifying concepts in the process making learning very easy on the part of the students. According to Boadu (2015), planning on resources will help reduce the abstractness associated with the teaching of history. Also teaching resources serve as vehicles by which teachers can effectively convey content and knowledge to students. Alexander (2013) argued that, many online learning materials can be adapted to accommodate self-paced learning and allow students and teachers to work together to achieve the intended goals.

#### **5.2.4 Challenges faced by teachers in the use of audio-visual aids in teaching and learning of History**

The study also established that teachers use of the audio-visual aids in teaching and learning of History have been challenged by a number of factors. Most teachers in schools are reluctant to use these materials for various reasons. According to what the researcher found out, inadequate of the resources to a greater extent is militating both teachers and students to exploit their use.

It was discovered that most schools do not have these technological devices at their disposal which in the end do affect their usage. For instance, in some of the schools where data was collected, they did not have enough computers connected to the internet, as well as projectors that can be used. Out of the six schools where data was collected, only three schools showed the existence of the digital libraries. These digital libraries are also connected to the local internet to enable teachers to download learning materials, and to allow students to watch historical movies related to the topic. According to Dzikanyanga (2017), the scarcity or inadequate of these resources in schools makes it extremely difficult for history teachers to implement the Alternative Tradition in the history classroom. Therefore, it is common to see a teacher relying heavily on using a textbook while students spend a lot of time copying notes from the chalkboard than absorbing what they are being taught. It is due to this fact that teachers everywhere are still relying on using the same easily accessible materials like the charts, pictures, maps and the books which on their own does not arouse the interest of learners and creates boredom if overused.

According to the teachers interviewed, audio-visual aids are associated with consuming more time than the pictures, the charts, the maps, and the history textbooks. With the less amount of time available for History on the time table, most of the teachers agrees to the fact that using them is rare. The only time used in school that has enough equipment's is when they have a double period. But is also done occasionally as they are against time to finish the syllabus which is overloaded. According to Phillips (2008), developing good e-learning habits takes time. Thirty-five minutes is not enough to assemble everything and teach at the same time. This increase the chances of teaching using the traditional approach where information is often given to students without letting them participate in learning. Students are still being taken as receivers of the information forgetting that, they can construct their own learning and

understanding if the materials and tools are around. Students need to be given ladders for them to climb on their own if learning is to be meaningful and maximized. Ruto and Ndaloh (2013) assert that, History is overloaded with more than what teachers could cover. The subject is given too little time on the timetable which does not tally with the enormous content of the subject, which forces teachers to rush through the syllabus. The large content to be covered greatly compromises the teaching of History.

Lack of technical expertise and knowledge by teachers also is affecting the use of audio-visual tools in schools. Hayden (2003) point that, effective preparation of teachers to use ICT requires elements of both training and education. Since most teachers do lack the skills, even if computers are there, still more, the tradition approach is always adopted. Most teachers always go for the easy, accessible, and less time-consuming materials. However, use of AV aids has a greater intensity of supplying both teachers and learners with the needed historical information than what the books only alone can offer. It is against this background that teachers needs to be involved in different continuous professional developments on how best to use the materials as the world is a global village and use of technology is the driving force in all the sectors including education.

Adding to that, the study also found that lack of seriousness or interest by teachers in one way or the other also limits how these aids are being used in History classrooms. Since audio-visual aids are time consuming, teachers opt for the charts, and the books most of the time. The lack of seriousness can also be linked with lack of expertise among History teachers, not willing to use the audio-visual aids, and even the perceptions teachers have on audio-visual aids. Even if the school (s) has the necessary audio-visual materials, they are not used by teachers affecting the learnability of the students. For instance, a certain teacher at a particular school

acknowledged to the fact that he doesn't know how to operate the projector, hence, it is not used in the lesson delivery.

Equally, lack of accessibility of the audio-visual materials by History teachers is also another issue worth noting limiting their usage in classrooms. As argued by (Haydn & Counsell, 2003), access issues remain an important factor inhibiting the day-to-day use of ICT in history lessons. The school can have the resources but not accessible to all. For instance, only teachers teaching computer studies have access to the computers than other teachers in most schools. On the same, priority in other schools is given to examination classes like the form two and four to prepare for MANEB Examination. This makes online teaching and learning impossible in most schools.

Similarly, lack of internet connections in schools do affect audio-visual usage like computers by history teachers. According to the literature, internet connections can help both the students and the teachers to get access to information. Unlimited new information can be accessed from the history websites, the historical channels, and even on the YouTube. Internet connections can assist in discovering more things than just depending on the same old books which may also be out dated. Argued by Haydn (2002), the majority of History departments do not have easy access to a networked suite of computers, or whole-class projection facilities in any history room. In the case of this study conducted, only three schools out of six sampled schools have access to the internet. This indicates how few are benefiting from the wide range of materials, and information which is on the internet.

Likewise, teachers also revealed how the issue of electricity is working against them when trying to use the audio-visual aids. As revealed by the teachers and the students, audio-visual

aids are dependent on electricity. In areas where there is no electricity especially rural schools, teachers don't use them at all. Dzikanyanga (2017) even confirms that persistent blackouts in the country are rendering the ICT gadgets useless.

In addition, misconceptions associated with the use of the audio-visual materials by teachers and students in schools is also affecting their usage. It's very rare in schools to find a teacher who doesn't teach computer having access to the computers, and let alone be allowed to access the rooms with the students. Again, priority in purchasing the needed materials is always given to the science subjects.

Lastly, history teachers don't use the AV materials just because they are very expensive and that schools cannot afford to purchase them. More evidence has been highlighted above where most of the schools where data was collected have limited resources. For instance, three schools each having one computer plus no internet connections is a testimony to the above point.

### **5.3 Summary**

In conclusion, the study has established that, use of audio-visual aids is very important in as far as teaching and learning of History is concerned. This aligns well with the cognitive load theory, a theoretical framework that guided the study which states that, use of these resources can help simplify learning of the students by increasing levels of understanding and retention of information leading to an increase of their performance. With access to the audio-visua aids, more researches can be done on how best to improve the education standards of the nation. At the same time, history as a subject can become more interesting and exciting for students to learn. However, the study also uncovered a lot of challenges that are limiting teachers in using

them in classrooms. For instance, inadequate of the AV aids is the most common problem in the schools. Three schools mentioned the issue of computers not being adequate as each has a single computer available. This has an impact on the rate and frequency of how the AV aids are being used. According to the revelation made by these teachers, use of computers in the lessons is not an option. Although one school in particular has the digital library, the teacher does not frequently use the computers as priority is given to the form two and four classes for them to prepare well for the MANEB Examinations. Therefore, there is need for schools to come up with measures on how best to have different AV aids available and enough at the institutions if teaching and learning of history is to be maximized.

There is a relationship between the results and the existing literature in the sense that, both came up to a conclusion that, both audio-visual aids and the other materials like the history textbooks are being used in the teaching and learning of History in the six Secondary Schools that were selected as the sample. They both complement each other as they guide the teachers in content delivery, and simplify learners understanding of lessons. They both agree that, use of audio-visual aids in History education is not well profound and taken seriously by most teachers in the sampled Schools due to different challenges associated with the use of such materials like consuming a lot of time, requires teachers expertise, inadequate of the resources just to mention a few. In relation to the theoretical framework used, the findings of the study have managed to display that teaching and learning is made easy and simplified as the use of the materials clarify concepts deemed difficult and abstract into concrete ideas enabling students to understand and be able to retain the information.

As a contribution to the study, the use of audio-visual aids helps to improve the performance of students as they are constantly interacting with the tools which makes learning simple since

they are able to understand and retain the information. This will help to increase the education standards of the country. In addition, using audio-visual aids increases access to information through the use of technological devices like the computers and the phones which is made available to the students as well as the teachers. With more access to information, different researches can also be conducted aiming at improving the quality and standards of education in the country. Lastly, audio-visual aids prepares the students for life after school through the acquisition of different life skills like research, and communication. This can be used later in life in the cooperate world and for the development of an individual and the nation in this digital world.

#### **5.4 Recommendations**

Based on the conclusion of the study, the following are the recommendations made:

- There is need for the government to supply schools with different audio-visual aids to be used in the teaching and learning of every subject in order to address the challenge most schools are currently facing. Also, for the schools to come up with ways on how to resource them. In this era of digitalization there is need for every school to have computers, access to the internet, tablets/phones and that students should be well prepared in terms of using the computers. If learning materials are not available, it affects the learning process as well as the performance of students as agreed by some studies on the issue of learning materials affecting performance of the students. Just as the National Education Standards (NES) advocates, learning materials in this scenario the audio-visual aids are the necessary resources if students are to be assisted and if the quality of education is to remain high.

- Lack of technical expertise on the part of teachers is another area of concern. There is need for in-service training on all teachers on how they can operate and use the technological devices like the computers and the projectors. Curriculum planners and developers should continually organize workshops, conferences or seminars for teachers on new and better methods of effectively using instructional materials in teaching and learning of history. Yeager and Davis (1996) observes that constructivist approaches to teaching of history were much developed through in-service. This implies that in-service teacher training education should be given high priority in order to improve teaching and learning in schools. Training should not only be offered to teachers teaching computer studies but to all. Training of teachers increases the rate at which AV aids are used in classrooms. Having expertise on the usage of these gadgets is also likely to increase the number of students opting for history as they will be interested at the same time motivated to learn.
- The curriculum developers should include in the history curriculum the digital element for teachers to embrace the use of technology in schools. This will help in developing the students holistically as the skills gained will later be used in life after school. The skills will enable the students to be able to secure jobs in the corporate world and meet the demand of technology in society and the world.
- There is need for schools to have resource centers where all the necessary teaching and learning materials are to be kept. Both the technological and the non-technological devices should be available if history teaching and learning is to be maximized. If each school cannot manage one, there is need for each cluster within Education Divisions to

have such centers where by schools within it can access. This can also increase the quality of learning offered in schools.

- Improvisation of resources can also help in overcoming the challenge of teaching without use of audio-visual materials. As history teachers, one can always borrow from friends or other schools on the needed materials. Similarly, a history teacher can always download materials on the internet, print, photocopy, and share with the class than always depending on the books. Improvisation of resources will limit teaching using the tradition approach.
- The issue of no internet connection in schools needs to be taken seriously by the government because, with it, a lot of information and materials can be accessed by both teachers and students in history education. The government should use the mobile companies like the TNM and Airtel to supply schools with that. There is need to raise a generation that is computer literate at all levels from primary, secondary, up to tertiary.

### **5.5 Areas for further study**

- Since the study used a small sample to investigate the availability and use of audio-visual aids in the teaching and learning of history among selected secondary schools in Karonga District, it is suggested that the same study be conducted using a big area as a representative sample so that the findings can be generalized.
- Another area of interest could be investigating the reasons why history teachers do not use audio-visual aids during the process of teaching and learning of history.

- The perceptions of history teachers towards e-learning in the process of teaching and learning of history.
- Again, studies can be conducted on challenges confronting teachers in the use of audio-visual aids in teaching and learning of history at secondary schools.

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## APPENDICES

### Appendix A: Document analysis checklist

DOCUMENT	DESCRIPTIVE FIELD NOTES OF DOCUMENT ANALYZED	REMARKS
<b>Schemes and records of work</b>	Types of AV aids	
	Example of AV aids used	
	Mode of use of AV	
<b>Lesson Plan</b>	Types of AV aids used	
	Examples of audio-visual aids used	
	Frequency of use of the AV aids	
	How the AV aids will be used	
<b>Teachers portfolio</b>	Types of AV aids used in the classroom	
	Examples of AV aids used	
	Learner involvement in the use of AV aids	
	How the AV aids were used in the classroom	

## **Appendix B: Lesson observation checklist**

My name is Joyce Chirombo a student at Mzuzu University doing Masters in Education (Teacher Education). Am doing research on investigating the use of audio-visual aids in the teaching and learning of history as a requirement for the course. I will like to assure you that the information obtained will be strictly confidential and your name will not appear in the transcript. Therefore, I will be grateful if you let me observe your lesson.

**Name of the school:**

**Teacher:**

**Subject:**

**Lesson Topic:**

**Date:**

**Form:**

<b>OBSERVATION</b>	<b>DESCRIPTIVE FIELD NOTES OF OBSERVED ACTIVITY</b>	<b>REMARKS</b>
<b>Lesson Presentation</b>	Mode of Introduction	
	Logical of the lesson	
	Mode of conclusion	
<b>Instructional materials</b>	Availability of audio-visual aids	
	Types of audio-visual aids	
	Examples of the AV aids used	
	How the AV aids are used in the classroom	
	How the AV aids are used in the classroom	
<b>Content</b>	Teachers level of confidence in the use of AV aids	
	Effects of AV aids	
	Challenges faced in the use of AV aids	

### **Appendix C: Form three history students focus group discussion guide**

My name is Joyce Chirombo a student at Mzuzu University doing Masters in Education (Teacher Education). Am doing research on investigating the use of audio-visual aids in the teaching and learning of history as a requirement for the course. I will like to assure you that the information you give will be strictly confidential and your name will not appear in the transcript.

1. What do you understand by the term audio-visual aids?
2. Can you give examples of audio-visual aids?
3. Do the teacher (s) use them when teaching and learning history?
4. How often do the teacher (s) use them?
5. How are these aids used in the classroom?
6. What are the effects of the use of audio-visual aids in teaching and learning?
7. What are the common audio-visual aids mostly used in the classroom?
8. What are some of the challenges of using audio-visual aids in teaching and learning history?

## **Appendix D: History teachers interview guide**

**Name of School** \_\_\_\_\_ **Name of Teacher** \_\_\_\_\_

**Sex: Male**

**Female**

My name is Joyce Chirombo a student at Mzuzu University doing Masters in Education (Teacher Education). Am doing a research on investigating the use of audio-visual aids in the teaching and learning of history as a requirement for the course. I will like to assure you that the information you give will be strictly confidential and your name will not appear in the transcript. Therefore, I will be grateful if you help me by answering some of the questions below.

1. What are audio-visual aids?
2. What are the examples of the audio-visual aids?
3. Do you use AV aids in teaching and learning of history? If not,  
Why?
4. What kind of audio-visual aids are available at the school?
5. How often do you use the AV in the process of teaching and learning?
6. How are the AV aids mentioned above used in the teaching and learning of history?
7. What are the effects of using AV aids in the teaching and learning of history?
8. How are the learners involved in the use of the AV aids when teaching and learning?
9. What are the challenges faced in using AV aids in history classrooms?
10. What should be done to address the challenges mentioned above?

## Appendix E: Consent form



### Mzuzu University Research Ethics Committee (MZUNIREC)

#### Informed Consent Form for Research in

**Investigating the use of audio-visual aids in the teaching and learning of history. A case of selected secondary schools in Karonga District**

#### Introduction

I am **Joyce Chirombo** from **Mzuzu University**. We are doing research on **use of audio-visual aids in the teaching and learning of history**. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or of another researcher.

#### Purpose of the research

This research aims to **investigate the use of audio-visual aids in the teaching and learning history**.

#### Type of Research Intervention

This research will involve your participation in a group discussion and/or individual interview.

## **Participant Selection**

You are being invited to take part in this research because **you are the right participants to provide me with the right and correct information as per research problem.**

## **Voluntary Participation**

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate nothing will change. You may skip any question and move on to the next question.

## **Duration**

The research takes place for a period of **6 months, from February- July, 2024.**

## **Risks**

You do not have to answer any question or take part in the discussion/interview/survey if you feel the question(s) are too personal or if talking about them makes you uncomfortable.)

## **Reimbursements**

You will not be provided any incentive to take part in the research.

## **Sharing the Results**

The knowledge that we get from this research will be shared with you and your community before it is made widely available to the public. Following, we will publish the results so other interested people may learn from the research.

## **Who to Contact**

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact: Prof. Bryson Nkhoma, Mzuzu University. 0991501834 (Please give full address and phone number/s)

This proposal has been reviewed and approved by Mzuzu University Research Ethics Committee (MZUNIREC) which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the Committee, contact Mr. Gift Mbwele, Mzuzu University Research Ethics Committee (MZUNIREC) Administrator, Mzuzu University, P/Bag 201, Luwingu, Mzuzu 2, Phone: 0999404008/0888641486

Do you have any questions?

## **Part II: Certificate of Consent**

*I have been invited to participate in research about **investigating the use of audio-visual aids in the teaching and learning of history. A case of selected secondary schools in Karonga District***

**I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study**

**Print Name of Participant** \_\_\_\_\_

**Signature of Participant** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**

*If illiterate*<sup>1</sup>

**I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.**

**Print name of witness** \_\_\_\_\_

**Thumb print of participant**

**Signature of witness** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**

**Statement by the researcher/person taking consent**

**I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands the research project. I confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.**

**Signature of Researcher /person taking the consent** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**

---

<sup>1</sup> A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

## Appendix F: Permission letter from division

Telephone: +265 1 312 144 +265 1 312 107		Communications should be addressed to MINISTRY OF EDUCATION EDUCATION DIVISION (NORTH) P.O. BOX 103 MUSASHE
Fax: +265 1 312 640		

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Ref No: REF/NED/ADMIN/2/1A 2<sup>nd</sup> May 2024

TO HEADTEACHERS IN SECONDARY SCHOOLS IN KARONGA

RE: JOYCE CHIROMBO, REG NUMBER: MEDTE0422

The above captioned subject matter refers.

This letter serves as a permission for Joyce Chirombo, who is a student at Mzuzu University, to collect data in selected secondary schools in Karonga for her academic research. Please provide the research candidate with the support required in her research. You can always refer to this office for guidance.

Your support in this regard is highly sought for.

  
NDONGOLERA C. MWANGUPILI, PQAO  
FOR THE EDM (NORTH)

Appendix G: Permission letter from department of teaching, learning, and curriculum studies



**MZUZU UNIVERSITY**

Department of Teaching, Learning and Curriculum Studies

Mzuzu University  
Private Bag 201  
Luwingu  
Mzuzu 2  
MALAWI

Tel: (265) 01 320 575/722  
Fax: (265) 01 320 568  
[mdolo.mm@mzuni.ac.mw](mailto:mdolo.mm@mzuni.ac.mw)

17<sup>th</sup> April 2024

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**LETTER OF INTRODUCTION MS JOYCE CHIROMBO**

Ms Joyce Chirombo is a registered Master of Education (Teacher Education) Program student at Mzuzu University. She has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to collect data for the research study she is conducting as a requirement for the program.

Kindly assist her accordingly.

Yours faithfully,

**Dr Margaret M. Mdolo**  
**Program Coordinator**

**Appendix H: Permission letter from Mzuzu University Research Ethic Committee  
(MZUNIREC)**



**MZUZU UNIVERSITY**

**DIRECTORATE OF RESEARCH**

Mzuzu University  
Private Bag 201  
Luwinga  
Mzuzu 2  
MALAWI  
TEL: 01 320 722  
FAX: 01 320 648

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**MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)**

**Ref No: MZUNIREC/DOR/24/21**

**13/04/2024.**

Joyce Chirombo,  
Mzuzu University,  
P/Bag 201,  
Luwinga,  
Mzuzu 2.

Email: [joycetukula85@gmail.com](mailto:joycetukula85@gmail.com)

Dear Joyce,  
**RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT FOR  
PROTOCOL REF NO: MZUNIREC/DOR/24/21: INVESTIGATING THE USE OF AUDIO-  
VISUAL AIDS IN THE TEACHING AND LEARNING OF HISTORY: A CASE STUDY OF  
SELECTED SECONDARY SCHOOLS IN KARONGA DISTRICT.**

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalised, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Wishing you a successful implementation of your study.

**Committee Address:**

**Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwinga, Mzuzu 2; E-mail address: [mzunirec@mzuni.ac.mw](mailto:mzunirec@mzuni.ac.mw)**

**Appendix I. A request permission to MZUNIREC to conduct research in Secondary Schools**

Joyce Chirombo

Maghemo Secondary School

P.O Box 45

Karonga

30<sup>th</sup> December, 2023.

The Chairperson

Research Ethics Committee

Mzuzu University

Private Bag 201

Luwinga, Mzuzu

Dear Sir,

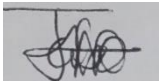
**LETTER OF INTRODUCTION**

I hereby write to apply for a letter of introduction as stated above. My name is Joyce Chirombo a Master of Education (Teacher Education) student at Mzuzu University. My registration number is MEDTE 0422. As a partial fulfilment for the award of Master of Education Degree in Teacher Education at Mzuzu University, I am expected to carry out a research which has to

pass through your committee for ethical clearance and approval. Therefore, I write to apply for research ethics clearance in order to be allowed to conduct a research on investigating the use of audio-visual aids in the teaching and learning of history in selected secondary schools in Karonga District.

Your favorable consideration on this matter will be highly appreciated.

Your's Faithfully,

A small, square, grayscale image of a handwritten signature. The signature is written in black ink on a light background and appears to be the name 'Joyce Chirombo' in a cursive, somewhat stylized script.

Joyce Chirombo.

## **Appendix J: A request permission to conduct research in Secondary Schools**

Mzuzu University,  
Private Bag 201,  
Luwinga,  
Mzuzu.

23<sup>rd</sup> April, 2024.

The Education Division Manager,  
Northern Education Division,  
P.O Box 133,  
Mzuzu.

Dear Sir,

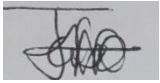
### **REQUEST FOR PERMISSION TO COLLECT DATA AT VARIOUS SECONDARY SCHOOLS IN KARONGA DISTRICT**

I am Joyce Chirombo a Master of Education (Teacher Education) student at Mzuzu University and my registration number is MEDTE 0422. In partial fulfilment for the award of Master of Education degree in Teacher Education, I am expected to conduct a research. My study is titled **“Investigating the Use of Audio-Visual Aids in the Teaching and Learning of History: A Case of Selected Secondary Schools in Karonga District”**. The research has received ethical approval from Mzuzu University Research Ethics Committee (protocol number: **MZUNIREC/DOR/24/21**). The study will engage secondary school history teachers and history students.

I kindly request your office to allow me to collect research data in some Secondary Schools within Karonga District.

Your favourable consideration will be highly appreciated.

Your's Faithfully,

A small, square, grayscale image of a handwritten signature. The signature is written in dark ink on a light background and appears to be the name 'Joyce Chirombo' in a cursive, somewhat stylized script.

Joyce Chirombo.