

UNDERSTANDING THE ROLE OF VIDEO AIDS IN THE TEACHING AND LEARNING OF CHRISTIAN RELIGION STUDIES AS A MEANS FOR BUILDING STANDARD MORAL FOUNDATION IN THE SOCIETY

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Abstract

Education is an instrument for effecting positive change in behaviour as well as for the development of intellectual and moral behaviour of people for national sustainable development. The process of teaching and learning requires an understanding, appreciation and use of effective learning styles. This study examined the role of video symbols dissemination aid in teaching and learning of Christian religion studies as a means for building standard moral foundation in the society. The descriptive survey design was adopted. Ten CRS teachers from secondary schools within Billiri metropolis were randomly selected. A questionnaire and a semi-structured interview schedule were designed as instruments for the collection of data. Data collected from questionnaire were analysed using descriptive statistics, while content analysis was used for data generated from the interview conducted. The result of data collected show that students that are taught by using video symbols dissemination aids perform better in their observational examination than those that are taught without the use of the video technics. The study further revealed that other teachers has understanding on the use of instructional technologies in teaching and learning process, but have limited knowledge and skills in the use of video symbols dissemination aids which became the reason for lack of affective knowledge of the biblical teachings in our schools. Recommendation are made at the end of the study on how teacher can utilize video symbols dissemination aids in teaching and learning process effectively.

Keywords: Video aids, Christian religion studies, teaching and learning, moral foundation

Introduction

Education has long been accepted as an instrument for effecting positive changes in behaviour of citizens as well as raising intellectuals and moral behaviour of people for national sustainable development. As it was generally believed, the aim of teaching is to bring positive and relatively permanent changes in the behavioural life of the learners (Jarvis, 2012). The aim of teaching is to influence the learners to make those desirable changes in their behaviour that will contribute to better living in the society. Therefore, the goal of teaching God's word can be traced back to the time of the Biblical covenant people. Hebrew people were successful at making God's word an integral part of their life. The reason for their success was based on teaching religion education that was life oriented, not information oriented.

The Bible as inspired word of God state it goal saying "all scriptures are God breath and is used for teaching, rebuking, correcting and training in ways of righteousness" (2 Timothy 3:16 NIV). Similarly, Ilori (1999) stated that Christian Religion Studies is aimed at providing standard moral foundation for every society. This clearly means that for a society to have a standard moral foundation, they must know Religious Studies. Hence, the Federal Government of Nigeria through the federal ministry of education has wisely recognized the need to teach Christian religion as moral education, for without a strong moral foundation, every society and every nation eventually collapses. In other words,

for a society to stand, there must be an effective teaching of religions studies in order to build the moral standard of the society.

Tati (2016) suggested that “moral values are found in our religion teachings, cultures and traditional beliefs of our society” (pg. 1). To support this assertion, Okunoye (2015) opined that the major specific objective that Nigerian government want to achieve by including Religion Education Studies (IRS/CRK) in the national education curriculum include the following:

- i. To understand the totality of man’s existence.
- ii. To explore the intrinsic meaning and value of life.
- iii. To curb excess of negative propensity in human nature.
- iv. To assist man to have an intelligent understanding of his role in the contemporary society.
- v. To stimulate man towards personal and rigorous reaction to the changes and challenges of his time.
- vi. To provide man with knowledge of God, as well as the ways of achieving fellowship with him.
- vii. To transmit spiritual inheritance, culture and creed.
- viii. To focus on God as the center of man’s activities.
- ix. To understand that man has supernatural destiny.
- x. To teach the strengthening of the will in the pursuit of morality and habits of restraints and modification that will make him virtuous.
- xi. To train in the development of deep sense of responsibility and respect for authority, whether spiritual or temporal and sensitizing them to respect the rights and privileges of others.
- xii. To intermix the teaching of Christ to reform the world and restore all things in Christ.
- xiii. To make Christianity the center of gravity and not a peripheral activity that is external, remote, detached and unrealized.

From the above view, one can understand that the main goal of designing CRS is to produce well-ordered personalities or men of strong character for the nation. Moreover, Federal Government of Nigeria (FGN) (2004) in the National Policy on Education also specified the objectives or goal of CRS as:

- i. To provide more opportunity for Nigeria Youth to learn more about God and thereby develop their faith within him.
- ii. To enable the youth to accept Christ as savior.
- iii. To enable youth to recognize Jesus as the founder and sustainer of the Christian church.
- iv. To help children and youth understand the basic teaching of Christ and to apply these in their daily lives and works.
- v. To enable youth, accept the guidance of the Holy Spirit in their daily activities.
- vi. To prepare the youth for higher education and for service with the community.

C.R.S. has also as its duty formed a personality and character in the student. CRS has been designed with the intent that students should be given a complete theory of life, where it is expected to fulfil the student’s great impressive mission of making spiritual values the principle of permanence of life in this world of change, evil, cynicism, and a groundless hope in the face of discouragement and mounting fear. Furthermore, C.R.S. strengthens awareness; student of CRS should be equipped to live in the world guided by moral ideals of loyalty to God and of charity and justice to their neighbour. Effective teaching and learning of CRS would help the student to give the best mode of action in given circumstance. It makes one truly a citizen of his nation by imputing in him the required civic responsibilities through C. R. S. certain lessons and topics which seek to make righteousness prevail, to make justice reign, to spread beauty and gentleness, wisdom and peace and widen opportunity of increasing goodwill, to foster reverence and obedience, purity and love, honesty and total devotion to common good. It is clear from the foregoing that CRS is entrenched in the secondary school curriculum in Nigeria.

ria has the potential for fostering good moral and good citizenship when it is effectively and affectively taught.

Literature Review

Towards an Understanding of Learning Styles

According to Gregory in Kenneth (1979:16) “learning is thinking into one’s own understanding of a new idea of truth or working into habit of a new art or skill”. He further stated that “learning emphasizes the process of going through experiences which will establish the individual’s action when he encounters the same or similar experiences in the future”. That is to say learning has to be seen as relatively permanent change in behaviour, resulting from activity, training or observation; implying experience.

Learning is said not to have taken place if there is no change in behaviour after exposing an individual to some teaching and learning situation. Jan De Houwer (2013) asserted that learning function as a map of experience to change learner’s behaviour. It is an effect of experience on behaviour which can only be found in effective series of learning exposure or training. Though some researchers argue that changes in behaviour are insufficient to infer the presence of learning, it is opined that indeed learning is a process by which behaviour change through practice of what have been taught, because the aims and objective of every learning is the proper implementation and application of what has been taught. Where changes in behaviour do not occur, one cannot claim learning to have taken place, because changes in the behaviour of the learners are the product of the learning. Moreover, the presence of contiguous changes in behaviour is what prove the present and effective activation of learning. Learning that does not touch or affect the learner’s behaviour skilfully, morally, intellectually, socially or religiously or otherwise is not a learning, especially in religious studies. Learning must have an effective effect on the learners’ moral and social behaviour.

Theories of Learning Styles

Learning styles are ways in which individual characteristically approach different learning task. Entwistle and Ramsden (2015) comment that learning style may be considered as stable over time (structural) a trait or as changing with each experience of situation (process) – a state learning styles also refers to the way in which we process information. Learning styles relate to the way in which different individuals learn. For Cassidy (2004), learning styles consist of distinctive, observable of behaviours that provide clues to the functioning of people’s minds and how they relate to the world. Learning styles therefore describes student in terms of those educational condition under which they are most likely to learn and essentially describes the amount of structure individual require, the product of the organization of a group of information processing activities that individuals prefer to engage in when confronted with a learning task. Learning style is the natural basic element that distinguishes individuals learning capacity or ability, the way in which each learner begins to concentrate, process and retain a new and difficult information during learning period. That interaction occurs differently for everyone, each learner need and object for model that can make his mind concentrate to every learning task. Effective learners are therefore those one whose mind concentrate, process and retain new ideas that are imputed or impacted in them. And that will not occur unless the natural learning styles of the learner is use by the teacher in teaching the learner for effective assimilation and understanding of the subject matter. For an effective learning to take place teachers has to do well in knowing the learners learning styles.

The use of graphics, illustrations, pictures, audio, and video, according to Pillai and Vengadasamy (2010), is a useful tool for assisting students in understanding. This phenomenon was most likely caused by the graphics and motions used in the visual materials, which were undeniably felt as a

helpful tool for facilitating the student understanding. This further supports the idea that visual aids like videos and images help students learn more effectively since they are able to see the lesson's content and the learning process rather than just listening, which could lead to loss of concentration. The use of movies and videos, according to Muller (2006), helps students envision what they are learning, which improves comprehension and student knowledge. It is also an important tool for developing students' creative thinking abilities and talents.

Teachers' Understanding of Video Aids

Videos or television play a significant role in children's life. Through the lens of E. Dale's model of learning, Client (1984) assesses mass media and analyzes the role of television as a teaching tool that appeals to both the eye and the ear. According to this claim, TV serves as a teaching tool that assists kids in developing the fundamental knowledge, abilities, and lifestyle habits that they will need throughout their lives—a process known as functional education.

According to Aral and Aktas (1997), children in primary, junior, and senior secondary schools in Nigeria spend more time watching television and movies than any other activity in their daily routine. If video or televisions can be used effectively in educational settings, more than 67% of educational exercises will be effectively understood by students. Additionally, children will learn more quickly and develop their language and morals more fully when videos are used in the classroom.

Benefits of Video Aids in Teaching C.R.S.

It is impossible to overstate the value of audiovisual resources in the teaching and learning of Christian religious studies. Christian religion studies can be applied effectively when they are based on personal experience, extended experience, encouraged participation, stimulated interest, motivation, and personalised training. According to Ngozi, Samuel, and Ameh (2012), audio-visual materials are essential and helpful in education because the typical learner, in terms of the functions of his preceptor mechanisms, gains understanding through multiple impressions that are recorded through eye, touch, and other series. In other words, audio-visual materials are tools that enable effective behaviour change. Here are a few advantages of using videos in Christian religious studies instruction.

1. It Extend Experience

Gopal (2010) emphasized that audio-visual materials aid teachers in overcoming physical challenges associated with subject matter presentation. By removing the barrier to communication and allowing the lesson to be visualized, audio-visual materials enable knowledge to be retained permanently and with great clarity. A Chinese philosopher from the 20th century agreed with this statement when he said that a picture is worth a thousand words. This means that compared to hearing something verbally, seeing something has a higher chance of sticking in one's mind. The majority of theological scholars emphasized that the best approach to teach the Bible is by example, denouncing the current trend of untrained ministers in the 21st century who say, "Do what I sat, but don't do what I do." These assertions allow us to deduce that visual materials, such as movies, do actually extend the teaching and learning experiences of both teachers and students. On the students' side, it speeds up their learning while allowing the teacher to spend more time on other profitable pursuits.

2. It Encourages Participation

Coral (2011) pointed out that audio visual materials offer abundant opportunities for students to develop their communication skills while actively engaged in solving important problems. This means that instructional media have a way of inspiring and grabbing students' attention, or in another way, it means that students' verbosity and consciousness increase, creating a solid environment for a realistic and enjoyable teaching and learning environment. Some abstract ideas and concepts, particularly in the teaching of Christian Religious Studies, are best demonstrated through the use of visual in-

structional materials, which stimulate and urge the student to study. This also pertains to the element of encouraging student engagement.

3. It Encourages or Stimulate Students' Interest

As stated by Martin (2006), learning occurs most successfully when the teacher makes an effort to create an environment in which the student will learn as a result of his or her natural responses to the materials presented. This proves that the teacher must create the learning environment during the instructional process in order to satiate the learner's natural reaction, and this is only feasible by using video content. The student is drawn to the video and becomes interested, which primes him or her for learning. In DoosuurAsharer et al.'s (2013) paper, Fawcett Hilu emphasized the importance of a friendly, accepting group climate in all learning situations, particularly when using audio-visual materials that require students to confront one another and reveal their ignorance. When this type of environment exists, learning interest is sparked, and this has an impact on how learners behave.

4. It Makes Learning Clear and Permanent

Watching videos is believed to help students remember and retain what they have learnt. Videos are crucial for teaching and learning, according to Natoli (2011), because having seen something, most people remember, whatever that thing was, while Dike, V. W. (1993) stressed that students forget due to a lack of interest and opportunities to use the knowledge they have acquired later on. Therefore, by enabling students to picture what they have learned, video materials can help to alleviate that problem and improve the clarity of information delivered. For instance, the typical videos that evangelists frequently use, also known as "Jesus films," have greatly aided children and even adults in seeing the suffering and death of Christ in real time. They have also assisted most believers in remembering the origins of Jesus Christ's birth and genealogy as well as his ascension to heaven, not because they have read the passage in the gospels but only because they watched and retained it for a long time.

Because of its many advantages and positive effects on the simple and effective study of the scripture, the value of video help, particularly in the teaching and learning of Religion Studies, cannot be overstated. Real-world circumstances have an impact on knowledge, which in turn has an impact on behaviour, which in turn alters society's way of life. When people's lives are changed, society transforms into a mutually moral community that lacks nothing.

Statement of The Problem

Understanding the role of video aid in teaching and learning of Christian religion studies as a means for building standard moral foundation for our society is the primary concern of the study. The researcher is concern with the method of teaching and the instructional material used in teaching and learning of Christian religion studies, which he sees as not satisfactory for effective imputation of the subject. Babandudu (2014) argued that teachers should be imaginative individuals who promote effective thinking and instructional material aids[that]effective thinking and give young learners opportunities to practice skills that will help them to function effectively in school and in later life. As a result, the study examines some of the material that teachers used in teaching CRS as not sufficient to promote effective learning and achievement of the solemn goal of teaching CRS in Nigeria.

Hence, the specific problem of this study includes the following:

- a. Children only acquire the cognitive and partial psychometric knowledge of Christian religion studies without the affective knowledge.
- b. Wrong method and irrelevant instructional technologies or material are suspected to be applied in teaching Christian religious studies.

- c. No use of video aids technics in secondary school to express the real practical message of the biblical teaching to children

History suggests that Nigerians were educating their citizens through what we now refer to as informal education long before the country's formal education system was established. That is to say, during that time, adults in the community, including family members and friends, made an effort to create opportunities for young children to develop the fundamental knowledge, skills, and education that will inevitably make them into responsible adults who will take good care of themselves and positively contribute to the advancement of society. Although they used poorer methods and tools to facilitate learning, they were nevertheless successful when compared to modern times. According to Salawu (2001:33), during this time, young children were taught to count and answer mathematical problems using concrete things like pebbles, sticks, stones, etc. The dissemination of information through the use of symbols was another successful method used by parents to teach their kids. To promote successful instruction and a learning process, initiation and role-leaving were also used as teaching aids. No child was allowed to grow up alone, therefore peer groups and teamwork were quite beneficial. These indicate that the curriculum was extremely extensive even if it wasn't written. The curriculum covers modern day subject like history, geography, social studies, religious knowledge, sciences, fine arts, crafts etc. Acquisition of knowledge skill and the right type of behaviour were the central focus of the curriculum. Efforts were made to making sure that an individual who passed through the curriculum was properly brought up. The coming of the Christian Missionaries and the Islamic clerics changed this approach with a corresponding technology for learning as Aniemetha (2005) stated.

Purpose of The Study

The purpose of the study was to examine the role of video symbols dissemination aids in the teaching and learning of C.R.S. in Billiri local government area of Gombe state. The specific objectives are to:

- i. Investigate the basic role that video symbols dissemination aids play in teaching and learning of Christian religious studies.
- ii. Examine the basic factors responsible for lack of effective utilization of video aids in teaching and learning of Christian religious studies.
- iii. Investigate the preparedness of Christian religious studies teachers on how they can embrace and use video aids in teaching and learning process.

Research Questions

The research questions that guided the study are as follows:

- 1. What are the basic role that video symbols dissemination aids play in teaching and learning of Christian religious studies?
- 2. What factors are responsible for lack of effective utilization of video aids in teaching and learning of Christian religious studies?
- 3. How can the Christian religious studies teacher be prepared to embrace and use video aids in teaching and learning process?

Methodology

A descriptive research was adopted for this study. This approach combines quantitative and qualitative data to offer you with relevant and reliable information. It is the most frequently used method

for collection of information about peoples' attitudes and opinions. Descriptive survey design, a time-efficient research method, engages the people at the heart of the research purpose (Siedlecki, 2020). A questionnaire was designed as the instrument for collection of data. Ten CRS teachers were randomly selected from different schools and were given questionnaire to be filled regarding their understanding of the role of video aid in teaching and learning of Christian religion studies as a means for building standard moral foundation for our society. The researchers used teachers who are directly teaching Christian religious studies in secondary schools within Billiri. In addition, the participants were interviewed to know of their view or opinion on how a Christian religious studies teacher can be prepared to embrace and use video aids in teaching and learning process of Christian religious studies. The data collected from the questionnaires were analysed using descriptive statistics, while content analysis was used for data generated from the interview conducted.

Result

Research Experiment A:

Table 1: Test the differences skills of teachers in regard to their understanding of the role that "video symbols dissemination aids" plays in teaching and learning process.

QUESTIONS	Responses	Percentage %
What learning styles and better-channels of student perception do you know?	1.Visual Learners style	1&2 15%
	2.Auditory Learning style	2&5 15%
	3. Kinesthetic Learners style	1-4 30%
	4.Tactile Learners style	1-5 40%
	5.Audio-visual Learners style	
	All of the Above	
How can Christian religious studies teacher be prepared to embrace and use video aids in teaching and learning process	Teachers should be taught the skills of how to use the videos technic in teaching and learning process	100%
How can learners who does not usually like to read instructions, and it is difficult for them to sit still for a long time be taught?	I do not take note of them	Q1 15%
	I use different teaching aid to attract their attention to learn	Q2 45%
	I compel them by punishing them	Q3 5%
	I use my normal method of teaching	Q4 15%
How do you do with student who learn best through touch, movement, imitation and other physical activities.	I use my normal method of teaching	Q1 15%
	I divide them for visual activities	Q2 45%
	I do not take note of them	Q3 5%
	I engage them in watching relevant movie to my lesson	Q4 15%

Table 1 presents the results of the analysis conducted to test teachers understanding of the role that “video symbols dissemination aids” plays in teaching and learning process. The result shows 15% responses of teachers understand and used Visual Learners style and Auditory Learner style in their teaching, 15% used Visual Learners style and Audio-visual Learners style, 30% know how to use both Visual Learners style, Auditory Learner style, Kinesthetic Learners style, Tactile Learners style and Audio-visual Learners style in their teaching process. 100% of the teachers suggested that Teachers should be taught the skills of how to use the video technics in teaching and learning process.

Secondly, while responding to how student who it is difficult for them to sit still for a long time 15% of the teachers confess that they do not take note of such student in their class, 45% claim to use different teaching aid to attract the attention of the student to learn, 5% compel their student by punishing them and 15% used their normal method of teaching.

Finally, the table show the result of 15% of teachers claiming to use their normal method of teaching even with their understanding of student who learn best through touch, movement, imitation and other physical activities. 45% use to divide the such student for visual activities, 5% don’t have an idea on student like that, and 15% vividly explain that they use movies relevant to their lesson.

Research Experiment B

Table 2: Response on factors responsible for lack of effective utilization of video aids in teaching and learning of Christian religious studies

Distributed Scores	Numbers of Students	PERCENTAGE (%)
10 – 20	3	6%
20 – 30	5	10%
30 – 40	2	4%
40 – 50	10	20%
50 – 60	20	40%
60 – 70	10	20%
Total	50	100%

From Table 2, it is clear that 6% of the students under observation score 10 – 20 marks 10% score 20 – 30 mark, 4% of students score 30 – 40 mark, and 20% of the students score 40 – 50 mark, while 40% of them score 50 – 60 mark and 20% have the overall mark in the observational examination, by scoring 60 marks and above. The result in this group indicated that indeed 60% percent of the students under the observation have gotten a clear understanding of the lesson taught using the video.

Research Experiment C:

Table 3: Response on the preparedness of Christian religious studies teachers to embrace and use video aids in teaching and learning process

Distributed Scores	Numbers of Students	PERCENTAGE (%)
10 – 20	9	18%
20 – 30	9	18%
30 – 40	22	44%
40 – 50	4	8%
50 – 60	3	6%
60 – 70	3	6%
Total	50	100%

Result on Table 3 shows that of 18% of the observational samples seem to have scored 10 – 20 mark in the observational examination. Followed by 18% of the students scoring 20 – 30 mark and 44% of them score 30 – 40 mark out of the 70 mark, followed by 8% of them that score 40 – 50 mark and 6% scoring 50 – 60 while 6% be the overall by scoring 60 – 70 marks. The result in this group indicated that 20% percent of the students under the observation have gotten a clear understanding of the lesson taught using the video.

Discussion

The result of data collected show that students that are taught by using video symbols dissemination aids perform better in their observational examination than those that are taught without the use of the video technics. Research on the teacher's use of learning styles tends to support this fact. Generally, much activities or work on learning styles mainly focuses on student preferred channel of perception. Although it is clear that learners may use different channels at different times depending on the nature of the task given to them to be performed, but Fernando (2012:9 – 11) suggested that it is possible to allocate each learner to one of the following groups based on their preferred channel of perception.

- a. **Visual Learners:** Visual learners tend to think in pictures. So while reading they usually create a mental picture of what is described in the text. They don't pay much attention to the dialogue, and may miss the meaning of some phrases if they contain words that are difficult to visualize. That is why it is very important for a visual learner to have the education material presented using maps, diagrams, charts, pictures, television or videos to aid their effective learning. It is generally proved that visual learners comprise of about 65% of all students at any level, which indicate that use of visual aid is somehow necessary at all level of learning if real learning most necessary take place.
- b. **Auditory Learning:** Auditory learners learn best by hearing information. They may have difficulties in understanding a text if they only read it, but if they listen to it they will be able to capture more of the detail. Auditory learners are very sensitive to the speech quality, tone and timbre of the voice, into nation (Fernando et-al, 2012). They are often talkative, needing to think aloud; they usually enjoy music, and remember song lyrics and verbal conversations. Research has shown that about 30% at all students in every level are auditory learners.
- c. **Kinesthetic Learners:** According to Fernando et al, (2012). Kinesthetic Learners "learn best through touch, movement, imitation and other physical activities". They remember best by writing or physically manipulating the information. This kind of learner does not usually like to read instruction, and it is difficult for them to sit still for a long time. (Fernand et al, 2012:11)
- d. **Tactile Learners:** According to Fernando et al (2012:28) "Tactile learners are the sensitive, feeling or touching student". They are like the kinesthetic learners who also learn best through

touch, movement, imitation and other physical activities. They like to touch people when talking to them. Cohen (1987) conducted a research which showed that the majority of young children are tactile and kinesthetic. In primary school only 12% of students are predominantly auditory learners about 4% are visual. Cohen further says that the older the students, the larger the number of predominantly visual and auditory learners. By this we can conclude that generally all people are visual and auditory learner with the visual been dominant.

The study further revealed that other teachers have understanding on the use of instructional technologies in teaching and learning process, but have limited knowledge and skills in the use of video symbols dissemination aids. efforts were made by the adult members of the society, family members during the pre-missionary era to provide opportunities for the newly born child to grow up and acquire the fundamental basic and necessary knowledge, skills and education that will invariably make him/her a responsible adult who would take good care of him/herself and also contribute positively towards the development of the society. In terms of methods and materials deployed to effect learning it could be said that symbols dissemination of information was an effective strategy for teaching their children. Initiation and role-leaving were also utilized as teaching aid to ensure effective teaching and a learning process. No child was left to develop in isolation, and so, peer-group and teamwork were highly encouraging. This indicate that availability of qualified teachers who are creative visually can determined the affective performance of students in our modern day education system.

Conclusion

The study concludes that video symbols dissemination aid in the teaching and learning of Christian religion studies as a means for building standard moral foundation in the society.

Suggestions

From the foregoing discussion, the researcher has been exposed to many ideas thereby making the following suggestions.

1. Teachers should be taught the skills of using videos techniques in teaching. For example, government should develop short C.R.S. video clips relevant to the secondary school C.R.S curriculum in other to enhance better learning.
2. Teachers should be well trained on the skills of how to use the videos techniques in teaching and learning so as to morally equip their learners as well as serve as good model and mentor for their students.
3. School authorities should reward any Christ-like behaviour of a teacher publicly in order to challenge others (Yotundah, 2012) especially in Christian school.
4. Teachers should be encouraged to be creative visually for effective inculcation of their lessons as a means for building standard moral foundation for our society.

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