

## FACTORS MILITATING AGAINST THE USE OF VISUAL AIDS AS TEACHING TOOLS FOR ENVIRONMENTAL SCIENCE

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### **Abstract**

Visual aids are any picture, video etc use in teaching to help people to learn. This work focused on the use of visual aids in the teaching of environment sciences students in the polytechnics. The importance of visual aids as instrument for teaching is also looked at; the study also investigated the availability of visual aids in schools. And the problems militating against the use of aids in schools. Its further highlight the role of environmental science in nation building. Among other recommendation is that the ministry should establish resource centers for environment science education.

### **Introduction**

Visual aids are any materials or equipments which are employed while teaching to aid learning by stimulating the senses particularly that of sight. In school of environmental science for instance, visual aids which range from the real object to representation of material like, diagrams, photography, or charts. There are many different ways in which a trainer can make the learning experience more interesting and memorable for learners. One technique is to use teaching aids. These are things used in the classroom to aid teaching and training.

Environmental science education is a way of instilling environmental literacy in the nation development. Such education can be made real and interesting through the use of visual aids. Visual aids include pictures, textbooks, charts, models,

television, films radio, maps tape recorders, slides, video tapes strip, projectors and overhead projectors. According to Martins (2007). Certainly, environmental science has advantages in terms of suitability for visual aids because processes are common and can easily be seen and demonstrated.

Instructional materials such as textbooks, aids, journals new papers and magazines must always be incorporated into teaching to generate student's interest. The trend now is for everyone to be self-employed hence the popularity for vocational and environmental science subjects in schools. Therefore, people who have been able to benefit from formal education and training must be given opportunities to acquire new skills and

knowledge that will give them a chance in life.

Nations are exposed to assessment and classified as either developed or developing on the basis of their level of economic, social, education and technology advancement. Nigeria realized the need for scientific and technological advancement. To achieve this need, education has become one of its focal point; environmental science has been emphasized as such educational system in the polytechnics. Environment education is vital to the development of any nation; students are trained to be practical problem solvers, critical thinkers, and creative innovators. In other words, what they learn can be immediately applied at their workplaces.

Visual aids serve the purpose of showing and presetting them with materials which can be adequately treated by words of mouth in the classroom (Bullough, 2007). It has been observed that some schools do not have or make use of visual aids in teaching environmental science subjects. It is in the light of these problems that this study is aimed at investigating the use of visual aids in the teaching of environmental science subjects in the polytechnics.

Environmental education is a way of instilling environmental literacy in the nation's development. Environmental science education is the ability of the students to master critical thinking skills that will prepare them to evaluate issues and make informed decisions regarding stewardship of the nation. The environment also offers a relevant content

knowledge making it an essential component of a comprehensive science education.

Environmental education programs should foster observation, investigation, experimentation, and innovation programs.

Environmental education should address student's outcome as specified in the National science education standard, be grounded in sound research and reflect the most current information and understandings in field.

All learners are expected to achieve environmental literacy and an appreciation for and knowledge of a range of environmental issues, perspective and positions.

Environmental education should provide interdisciplinary multicultural viewpoints to promote awareness and understanding of global environmental issues, potential solutions and ways to prevent emerging environment.

Environmental education programs should strive to present a balance of environment, economic and social perspective technologies should be used to enhance national development and environmental education learning experience and investigations.

Environmental education programs and activities should be fostered through both formal and informal-learning experiences; collaboration among polytechnics, associations and private industry should be encouraged to broaden the availability of educational resource.

### **The Role of Environmental Science Education in Nation Building:**

**Technological Development:-** The importance of environmental science cannot be over-emphasized. It is expected to offer employment for self-dependence. It also provides basic technological literacy for everyday living. This functional education emphasizes practical demonstrations, modeling and the acquisitions of skill in the use of tools and equipment. It is therefore, job and production oriented. Environmental science education can provide the skills for self-employment, which in turn reduce the problem of unemployment in the nation.

**Industrial Development:-** This aspect of education is meant to serve industries with skillful and knowledgeable personnel that will work efficiently for the enhancement of industrial development. The training of technicians through appropriate process will raise their income and economic development in areas such as property development, road construction, industries and agriculture.

### **Problems Militating against the use of Visual Aids as Teaching Tools for Environmental Science**

**Finance:-** Workshops and laboratories in our institutions are ill equipped with the needed modern equipments and facilities.

**Availability of Aids:-** Teaching aids are not available in schools, teaching and instruction are abstract because students cannot practice what they are being taught. Umenzia (1999). Teachers cannot teach

what they don't know, they would consequently turn out graduates and technicians of poor technological capabilities who would not know what to do even where job opportunities and resources abound.

**Maintenance of Teaching Aids:-** Buhari (2000) took Nigeria to task on the issues of poor maintenance culture when it became apparent that public building and facility were left to rot while funds were being earmarked for new projects. The few available equipments that are in schools are not maintained.

**Inadequate Training:-** The training being offered in schools is not relevant to real industrial situations. Technology can only be developed by an action, it cannot be transferred. The use of visual aids for the teaching of skill courses is a necessity.

**Use of Out-Dated Equipments:-** Environmental science is technological oriented. Things are changing everyday, most schools use obsolete equipments in teaching, modern day equipments are not available in schools.

**High Cost of Instructional Materials:-** Most of our instructional materials are imported and remains quite expensive. Our nation still relies heavily on imported materials and expertise. The development of local content in this regard has not grown at an appreciable rate.

### **Importance of the use of Visual Aids in Teaching of Environmental Science Subject**

**Facilitate Learning:** The use of aids in the course of teaching stimulate the sense particularly that of sight (Ross, 2007).

**It Saves Time;-** The time the trainer would have used in explaining and re-emphasizing is saved, learning is simplified with visual aids.

**Foster Motivation:** The use of visual aids motivates the teacher; it makes his teaching clearer, interesting and understandable.

**It Stimulate Thinking:-** The use of visual aids makes the students to think critically, and to be creative.

**It Promote Teacher/ Students Relationship:-** The use of visual aids brings the students closer to the teacher. This is in agreement with the findings of (Eshiet, 2007, Dale, 2006) who reported that proper use of teaching materials, visual aids will positively enhance teaching and learning process.

### **Conclusion**

In summary, this study examined the problems facing the use of visual aids as a teaching tools for environmental science, the importance of using visual aids is re-emphasized. Environmental science is aimed at promoting the acquisition of skills and knowledge required in the struggle to mobilize resources for the development of the nation which will translates to the availability of avenues for job creation. It is therefore, necessary for environmental

sciences teachers to use visual aids for developmental sustainability.

### **Recommendations**

In order to attain greater heights in teaching – learning process in environmental studies; The government should provide enough funds to polytechnics to enable them to purchase teaching materials (visual aids).

The ministry of education should organized seminar and in-service training for environmental science teachers to enlighten them on the need to use visual aids in teaching.

The ministry of education should established resource centers for environmental science teachers, teachers should be encouraged to visit the centers as well as borrow materials from there.

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