

## AVAILABILITY AND USABILITY OF AV-AIDS IN AFGHAN REFUGEES SCHOOLS AT PRIMARY LEVEL IN KPK PAKISTAN

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**ABSTRACT.** Teaching learning process has many things to make it more effective, fruitful and result oriented. Audio visual aids are one of those ingredients. Sufficient Availability and effective usability of AV aids makes teaching learning more effective and objective oriented. The need of the study was to identify the availability and usability of AV aids in the Afghan refugees' schools in Khyber Pakhtunkhwa. The responses of the female school teachers and male school teachers were used to determine the availability and usability of AV aids in the afghan refugees' schools. Total 22 afghan refugees' schools 4 girls and 18 boy's schools constituted the population of study. The study was delimited to 8 schools from total 22 schools i.e. 4 from boys and 4 from girl's schools. Thus, 30 afghan school teachers were taken as sample of the study (15 female school teachers from 4 girl's schools and 15 male school teachers from 4 boy's schools). One questionnaire was constructed for collection of the information. The data obtained by using the appropriate research tool, questionnaire, was tabulated, analyzed and interpreted by using statistical tools i.e. percentile. It was concluded that AV aids are available in the afghan refugees' primary schools but modern AV aids are required and teachers of the schools need training and course to the utility of Av aids to the fullest benefit.

**Keywords:** Availability, Usability, Questionnaire, Refugees, Percentile.

**1. Introduction.** For effective teaching to take place, a good method must be adopted by a teacher. Teachers are aware that students learn in different ways and have different ways of absorbing information and of demonstrating their knowledge. Teachers employ a variety of teaching strategies and methods to ensure that learners have equal opportunities to learn. However, it must be stated that teaching methodology along with audio visual aids in education is not a new concept in the teaching learning process. New methods and techniques evolve almost every day to supplement existing ones in teaching. Notable among them is technology-supported ones.

In the past the teachers was considered to be the sovereign as far as the teaching -learning process was concerned. The role of the students was mostly passive. Modern trends have changed the face of educational world. Many progressive methods and devices have come in the wake of these trends. Yet the traditional methods are not being given up altogether, they are being modified and adjusted to the changed concepts and situations in this state of the art technological era.

The significance of audiovisual aids in teaching has been realized by the teachers on account of their vast professional experience and positive attitude that could be conducive to any plan of development in future regarding Audio-Visual. The great majority of the teachers are aware about the significance of audio-visual aids in teaching. In this connection they put various relevant reasons. The teachers in majority also emphasize that audio-visual aids in teaching has great impact on knowledge, skills and attitude of the students. It has been discovered that the teachers in majority and in majority of the departments in Faculty of Arts had access of all the available equipment of audio-visual aids in their departments. The teachers in majority suggested that: (a) the departments and their leadership should approach resourceful persons in the society to assist them in having adequate modern equipment's of audio-visual aids in teaching, (b) the university should take more interest to provide fund to the departments in managing the affairs of the audio-visual aids in teaching. Observed that the teachers have also realized that the university has been doing its best to provide with adequate Audio-Visual Aids and develop information technology in all the departments.

**2. Statement of the Problem.** The study was to determine the availability and usability of AV aids in the Afghan refugees schools.

**3. Objectives.** The objectives of the study were;

- a. To identify the availability of A-V- Aids in Afghan refugees schools.
- b. To explore the usability of A-V-aids in afghan refugees school.

**4. Need of the Study.** Afghan children are suffering from their different aspects of life. Education is one of the most important amongst them. Afghan children in Pakistan enjoy better facilities and education in in many ways. However, education needs more attention in Pakistani schools and afghan schools alike. Afghan refugees' primary schools in KPK Pakistan are responsible for basic education to afghan children in Pakistan. These schools are being funded by various national and international institutions and different ways. Facilities like AV aids are under study in their availability and usability perspective in the same schools. The study is significant as AV aids paly important role to play in teaching learning process.

**5. Literature Review.** Topkara, et al., (2012) emphasising the training of the trainee teachers suggested that trainee-teachers should use AV aids to make their practice lessons and teaching lessons and it is the responsibility of the administration and the head teachers to assist the trainee teachers to make their lessons more effective. Trainee teachers should use modern gadgets like multimedia and computers as well in their lessons.

It has been suggested and recommended that the study has shown that when appropriate media (e.g. audio-visuals) are integrated into the curriculum to complement the traditional method, higher learning outcomes in terms of achievement scores would probably result. Performance was significantly improved by the use of audio-visual aided instructional approach in teaching Physics. The mean achievement scores of both male and female students were significantly improved by the use of audio-visual aided instruction. The study has shown that the use of audio-visual-aided instruction enhances student achievement in physics better than the use of the traditional method.. It is also suggested that researchers and physics teachers should explore the use of audio-visual-aided instruction to teach other physics areas not covered by this study in order to determine its effectiveness and possible adoption as a major instructional strategy (Quarcoo-Nelson, Buabeng, & Osafo, 2012).Naryan, (1980) has reported that the first few

years of a child's life are the most impressionable years and learning experiences provided these years in or outside the schools and other institutional arrangements have a predominant effect on the future behaviour pattern of the child. Sensory experiences of all kinds contribute to strengthen and enrich the child's perception. Toys, building blocks, card-games, puzzles as well as audio visual aids.

Akerele & Afolabi,( 2012) concluded that when video is used in teaching, it enhances learners' positive attitude towards the course. Also it affects their performances positively. It was recommended that having studies ineptly the effect of video on teaching, the following are the every teaching learning activities should always be supplemented with media such as video. Availability of A.V. Aids in Schools: Unavailability and deficiency is a barrier in effective use of A.V. Aids. According to National Education Policy 2009, a well regulated system of competitive manufacturing of A.V. Aids and their incorporation in the curricula shall be introduced. This policy provision should be implemented at the earliest to eliminate deficiency of A.V. Use of AV. Aids in right time can make teaching effective. It is an integral part of curriculum and should function as an essential part of the educational program. The teacher should use A.V. Aids in a proper situation to add visual clarity to concepts, ideas, and for focusing the attention of the target group on key points (Ali, Ghani, & Ali, 2011).

In the recent years, an increasing emphasize has been put on audiovisual aids utility in teaching, there has been very little research in suitability and effectiveness of the media for this purpose. However, there have been studies in other fields notably, educational broadcasting research and communication studies, which though set in the domain of the first language acquisition and comprehension, may have relevance for English language teaching. With one or two notable exceptions, no one appears to be considering one of the main questions arising from the widespread of audio and audio-visual aids as a source of language input to the foreign language learner (Barani, Seyyedrezaie, & Shojaie, 2013)

It has been further emphasised that although recent years have been an increasing volume of literature on audiovisual aids and language teaching, there has recently been very little research into suitability and effectiveness of the media for this purpose. However, there have been studies in other fields notably, educational broadcasting research and communication studies, which though set in the domain of the first language acquisition and comprehension, may have relevance for English language teaching. With one or two notable exceptions, no one appears to be considering one of the main questions arising from the widespread of audio and audio-visual aids as a source of language input to the foreign language learner. A.V aids make teaching learning process effective, provide knowledge in depth and in detail and brings positive changes in class room environment. It is helpful for teachers to teach the new concepts in an easy way and makes teaching learning process interesting (Rasul & Bukhsh, 2012).

## 6. Research Methodology

**6.1. Population.** All the primary schools of afghan refugees in Khyber Pakhtunkhwa (KPK) constituted the population of the study.

**6.2. Delimitation of the Study.** The study was delimited to 22schools of District Kohat i.e., 18boys' schools and 4 girls' schools of Afghan refugees' primary schools, due to multifaceted problems like shortage of time, paucity of resources and level of the study.

**6.3. Sample.** Total 30 teachers were taken as sample of the study by simple random sampling technique. Further, 15 female teachers were from girls' primary schools of afghan refugees and 15 male teachers were taken from boys primary schools of afghan refugees.

**6.4. Research Instrument.** A questionnaire was constructed for the collection of data in order to know about the availability and usability of the AV aids in Afghan refugees schools.

**6.5. Validity of Research Instrument.** Self-constructed questionnaire was sent to the experts of concerning field. After receiving the questionnaire back, with the opinion of experts, it was rephrased and amended accordingly.

## 7. Research Questions

1. Are A-V-aids available in all afghan refugees' schools?
2. Are A-V-aids used in all afghan refugees' schools?
3. Are A-V-aids used effectively in the Afghan refugees' schools?

**8. Results and Discussions.** The present study was conducted to the availability and usability of AV aids in the primary schools of boys and girls of Afghan refugees in district Kohat. Researcher himself with his team visited

district Kohat for the collection of factual information from the sample. Data was analysed by using following tables. Following results were concluded from the study through applying statistical tools for the analyses;

**Table No1:** Are writing boards available in your school?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 15         | 00        | 100          | 00          |
| Male Teachers       | 15           | 15         | 00        | 100          | 00          |

Table 1 shows, those 100% female teachers and 100% of male teachers stated that writing boards are available in the primary schools of afghan refugees.

**Table No2:** Are flip charts available in your institution?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 00         | 15        | 100          | 00          |
| Male Teachers       | 15           | 00         | 15        | 100          | 00          |

Table 2 shows, those 100% female teachers and 100% of male teachers stated that flip charts were not available in the primary schools of afghan refugees.

**Table No3:** Is there a proper AV aids section established in your school?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 9          | 6         | 60           | 40          |
| Male Teachers       | 15           | 8          | 7         | 53.33        | 46.67       |

Table 3 shows, those 60% female teachers and 53.33% of male teachers stated that a proper AV aids section established in your school in the primary schools of afghan refugees but 40% female teachers and 46.67 Male teachers opined otherwise.

**Table No 4:** Is there digital camera available in the AV aids section?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 00         | 100       | 00           | 100         |
| Male Teachers       | 15           | 00         | 100       | 00           | 100         |

Table 4 shows, those 100% female teachers and 100% of male teachers stated that digital camera is not available in the AV aids section in the primary schools of afghan refugees

**Table No 5:** Are flash charts available in the AV aids section?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 15         | 00        | 100          | 00          |
| Male Teachers       | 15           | 15         | 00        | 100          | 00          |

Table 5 shows, those 100% female teachers and 100% of male teachers stated that flash charts available in the AV aids section in the primary schools of afghan refugees

**Table No 6:** Is there multimedia available in the school?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 00         | 100       | 00           | 100         |

|               |    |    |     |    |     |
|---------------|----|----|-----|----|-----|
| Male Teachers | 15 | 00 | 100 | 00 | 100 |
|---------------|----|----|-----|----|-----|

Table 6 shows,those 100% female teachers and 100% of male teachers stated there is no multimedia available in the primary schools of afghan refugees for the students.

**Table No 7:** Are pointers available in the class rooms?

| PARTICIPANTS    | TOTAL | YES | NO | YES % | NO % |
|-----------------|-------|-----|----|-------|------|
| Female Teachers | 15    | 15  | 00 | 100   | 00   |
| Male Teachers   | 15    | 15  | 00 | 100   | 00   |

Table 7 shows those 100% female teachers and 100% of male teachers stated that pointers are available in the class rooms in the primary schools of afghan refugees for the students.

**Table No 8:** are there globes available in the resource room?

| PARTICIPANTS    | TOTAL | YES | NO | YES % | NO % |
|-----------------|-------|-----|----|-------|------|
| Female Teachers | 15    | 15  | 00 | 100   | 00   |
| Male Teachers   | 15    | 15  | 00 | 100   | 00   |

Table 8 shows, those 100% female teachers and 100% of male teachers stated there are globes available in the resource room in the primary schools of afghan refugees for the students.

**Table No 9:** are the maps available in the resource room?

| PARTICIPANTS    | TOTAL | YES | NO | YES % | NO % |
|-----------------|-------|-----|----|-------|------|
| Female Teachers | 15    | 15  | 00 | 100   | 00   |
| Male Teachers   | 15    | 15  | 00 | 100   | 00   |

Table 9 shows, those 100% female teachers and 100% of male teachers stated that maps were available in the resource room in the primary schools of afghan refugees for the students.

**Table No10:-** is there any tape recorder available?

| PARTICIPANTS    | TOTAL | YES | NO | YES % | NO % |
|-----------------|-------|-----|----|-------|------|
| Female Teachers | 15    | 00  | 15 | 00    | 100  |
| Male Teachers   | 15    | 00  | 15 | 00    | 100  |

Table 10 shows, those 100% female teachers and 100% of male teachers stated there is no any tape recorder available in the primary schools of afghan refugees for the students.

**Table No11:-** Is AV aids equipment properly issued?

| PARTICIPANTS    | TOTAL | YES | NO | YES % | NO %  |
|-----------------|-------|-----|----|-------|-------|
| Female Teachers | 15    | 13  | 02 | 86.67 | 13.33 |
| Male Teachers   | 15    | 14  | 01 | 93.33 | 6.67  |

Table 11 shows, those86.67% female teachers and 93.33% of male teachers stated AV aids equipment is properly issued in the primary schools of afghan refugees but 13.33% female teachers and 6.67%Male teachers opined otherwise.

**Table No12:-** Have you ever done course of using Av aids?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 8          | 7         | 53.33        | 46.67       |
| Male Teachers       | 15           | 9          | 6         | 60           | 40          |

Table 12 shows, those 53.33% female teachers and 60% of male teachers stated that they have done course of AV aids in the primary schools of afghan refugees but 46.67% female teachers and 40% Male teachers opined otherwise.

**Table No 13:** Do you use AV aids effectively in your class during teaching learning process?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 4          | 11        | 26.67        | 73.33       |
| Male Teachers       | 15           | 5          | 10        | 33.33        | 66.67       |

Table 13 shows, those 73.33% female teachers and 66.67% of male teachers stated that AV aids were not used effectively in class during teaching learning process in the primary schools of afghan refugees but 26.67% female teachers and 33.33% Male teachers opined positive.

**Table No 14:** Do you AV aids frequently during your teaching sessions?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 8          | 7         | 53.33        | 46.67       |
| Male Teachers       | 15           | 9          | 6         | 60           | 40          |

Table 14 shows, those 53.33% female teachers and 60% of male teachers stated that AV aids were frequently during your teaching sessions in the primary schools of afghan refugees but 46.67% female teachers and 40% Male teachers opined otherwise.

**Table No 15:** Do head teachers emphasize upon the use of AV aids?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 2          | 13        | 13.33        | 86.67       |
| Male Teachers       | 15           | 3          | 12        | 20           | 80          |

Table 15 shows, those 86.67% female teachers and 80% of male teachers stated that head teachers did not emphasize upon the use of AV aids in the primary schools of afghan refugees but 13.33% female teachers and 20% Male teachers opined otherwise.

**Table No 16:** Are the AV aids sufficient in the school?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 6          | 9         | 40           | 60          |
| Male Teachers       | 15           | 7          | 8         | 46.67        | 53.33       |

Table 16 shows, those 60% female teachers and 53.33% of male teachers stated that AV aids were not sufficient in the primary schools of afghan refugees but 40% female teachers and 46.67 Male teachers opined otherwise.

**Table No 17:** Is there permanent staff available in the resource room?

| <b>PARTICIPANTS</b> | <b>TOTAL</b> | <b>YES</b> | <b>NO</b> | <b>YES %</b> | <b>NO %</b> |
|---------------------|--------------|------------|-----------|--------------|-------------|
| Female Teachers     | 15           | 8          | 7         | 53.33        | 46.67       |
| Male Teachers       | 15           | 9          | 6         | 46.67        | 53.33       |

Table 17 shows, those 53.33% female teachers and 46.67% of male teachers stated that there was permanent staff available in the resource room in the primary schools of afghan refugees but 46.67% female teachers and 53.33% Male teachers opined otherwise.

**Table No 18:** Are you assessed on the basis of use of AV aids?

| PARTICIPANTS    | TOTAL | YES | NO | YES % | NO %  |
|-----------------|-------|-----|----|-------|-------|
| Female Teachers | 15    | 9   | 6  | 60    | 40    |
| Male Teachers   | 15    | 8   | 7  | 53.33 | 46.67 |

Table 18 shows, those 60% female teachers and 53.33% of male teachers stated that they were assessed on the basis of use of AV aids in the primary schools of afghan refugees but 40% female teachers and 46.67% Male teachers opined otherwise.

**Table No 19:** Are you satisfied on the utility of AV aids in your teaching learning process?

| PARTICIPANTS    | TOTAL | YES | NO | YES % | NO % |
|-----------------|-------|-----|----|-------|------|
| Female Teachers | 15    | 15  | 00 | 100   | 00   |
| Male Teachers   | 15    | 15  | 00 | 100   | 00   |

Table 19 shows those 100% female teachers and 100% of male teachers stated that they were not satisfied on the utility of AV aids in your teaching learning process in the primary schools of afghan refugees for the students.

**Table No 20:** do you use videos in your teaching sessions?

| PARTICIPANTS    | TOTAL | YES | NO | YES % | NO % |
|-----------------|-------|-----|----|-------|------|
| Female Teachers | 15    | 00  | 15 | 00    | 100  |
| Male Teachers   | 15    | 00  | 15 | 00    | 100  |

Table 20 shows those 100% female teachers and 100% of male teachers stated that they did not use videos in their teaching sessions in the primary schools of afghan refugees for the students.

**9. Conclusions.** In the light of the analysis of data and findings of the study following conclusions were drawn.it is concluded that:

1. Av aids like charts, flip charts writing boards (black board with chalk), maps, globes and pointers(old wooden) are available but digital camera, multimedia tape recorder are not available in the primary afghan refugees' schools. Moreover, resource rooms are not developed to meet the requirements but 60% teachers said that AV aids sections had been established.
2. Av aids are not effectively used in the class rooms and all the teachers are trained for the utility of the AV aids. Old teachers did course of the same but new teachers did not avail the opportunity of AV aids course.
3. Av aids equipment was not sufficient in the schools and was not managed by the permanent trained staff.
4. Av aids are used in the assessment of the teachers but equipment is old and modern AV aids like recordings, movies are not used by the teachers.

**10. Recommendations.** Above results lead to the under mentioned recommendations;

1. Besides charts, flip charts, maps and globes, and sufficient modern AV aids like, multimedia, computers and digital cameras should be provided in the afghan refugees' primary schools so that teachers may be in a better position to teach the kids.
2. Head teachers and administrators should take the task to the effective utilisation of the AV aids in the classrooms. Curriculum developers should keep this aspect in consideration while designing curriculum for the said level.
3. Teachers can be assessed for the utility of AV aids in their normal teaching sessions. Moreover, Workshops, seminars and interactive sessions can be arranged for the teachers to make them understand the significance of usability of the AV aids in teaching learning process.

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