

INSTRUCTIONAL MEDIA AND PRESCHOOLERS' READING READINESS IN PUBLIC EARLY CHILDHOOD CENTRES IN UYO LOCAL GOVERNMENT AREA

by

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Abstract

This study investigated the relationship between instructional media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area, Akwa Ibom State, Nigeria. Four research questions and four null hypotheses were postulated to guide the study. Correlational research design was used for this study. The population of the study consisted of all 490 caregivers and 3,723 ECC II pupils in all the 49 public primary schools in Uyo Local Government Area. A sample size of 280 comprising 40 caregivers and 240 ECC II pupils selected through simple sampling technique were used for the study. The instruments used for data collection in this study were Instructional Media Questionnaire (IMQ) and Reading Readiness Assessment Test (RRAT). This was personally administered by the researcher with the help of teachers who served as research assistants. Pearson Product Moment Correlation (PPMC) was used for answering the research questions by comparing the values with the extent scale of correlation also used for testing the hypotheses by comparing it with the critical-r-value at .05 level of significance. The findings revealed significant relationship between instructional media in respect to (print, audio, visual, audio-visual) and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area. Based on the findings of the study, it was recommended, among others, that teachers should utilise instructional media in classroom instruction. Using instructional media in classroom instruction helps pupils to retain and remember what they had learnt as those media appeal to the five sensory organs.

Keywords: Instructional media, print, audio, visual, audio-visual and reading readiness

Introduction

Reading readiness is the period when a child can be approached with reading preparatory activities, and when an instruction can be easily and profitably initiated with such a child. It is a concept that is concerned with the relationship between the abilities of the child and the abilities needed for the child to be successful with beginning reading (Mason, 2017). As for reading, it is an individual's ability to recognize letters or group of letters as symbols which represent particular sounds and also make meaning or sense from the letters or groups of letters when in print or written form. From the brief explanations of the two concepts separately, it implies that reading readiness is concerned with a child's ability to be ready for learning experiences which involve reading and writing. According to Jiar and Johan (2018), the fundamental objectives of reading readiness include impacting the following abilities in children (i) recognition of various sounds, shapes and letters; (ii) differentiating between similar sounds, shapes and letters; (iii) understanding what a book is and how to hold a book properly; (iv) understanding what is read from a book; (v) developing basic verbal, visual and auditory reading skills, and; (vi) developing interest in using pencils, crayons and markers.

There are many factors which could be connected with reading readiness of preprimary school children. Research works have shown that their instructional media is inclusive in the factors which can influence their high or low reading readiness proficiencies in schools. The place of instructional media in the teaching and learning process is undoubtedly essential if there is going to be an improvement in pupils' intellectual development. They are indispensable in the teaching and learning process. In most Nigerian schools, modern instructional materials like language laboratories, computers, word processors and audio-visual aids are not provided because of their high cost and lack of personnel to run them. Not using these materials makes teaching and learning process difficult and burdensome.

The term "instructional media", according to Romiszowski (2017), refers to devices and materials employed in teaching and learning. It includes hardware like blackboards, radio, television, tape recorders, video tapes and recorders and projectors; and, software like transparencies, films, slides, teacher-made diagrams, real objects, cartoons, models, maps and photographs (Opoku-Asare, 2024). Similarly, Scanlan (2023) indicates that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate pupils' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing. This study aims to investigate the relationship between instructional media (including print, audio, visual, and audiovisual media) and preschoolers' reading readiness in public Early Childhood Centres.

Print media are the literary forms of information preserved in autograph or transmitted format. They include exercise books, study guides, handouts and other print materials. They are important because they provide common visual imagery for both instructors and pupils. They also provide realistic details necessary for visual recognition of important subject material. With these materials teachers are able to often refer to the learning objectives, terminologies, learning outcome, exercises on the introductory page in order to have a better picture of what the learner

must know. During the lesson, printed materials offer at least one ‘example’ and one ‘try this’ to enable learners have hands-on experience in the learning process. They also provide reference materials to refer to at any time (Talabi, 2021 and Nyame-Kwarteng, 2016). Print media helps to enhance pupils’ interest and broaden their perspectives towards global activities.

Moreover, audio media refers to the various means that can transform human voice and other sounds into more powerful forms of information, communication, and education (Hsu, 2022). Its types range from traditional vinyl records and cassette tapes to digital ones like compact discs and portable media players. The use of audio media can stimulate students' learning and serve as motivation for them. For instance, audio media can be used to create interactive math lessons, science podcasts, or educational songs that make learning more engaging and fun. In music-inclined subjects like MAPEH, audio media can be used to teach musical concepts, provide audio examples of different musical styles, or facilitate music composition and production. Overall, the incorporation of audio media in education can enhance student learning outcomes and provide a more immersive and interactive learning experience.

According to Okeke (2023), visual media are any visible materials or equipment employed while teaching to aid learning. Okeke further explains that visual aids such as pictures and photographs facilitate learning by supplementing teacher’s verbal information. This underlies a well-founded theoretical underpinning that pictures, images and other visible aids promote better understanding to students than words alone (Mayer, 2015). Over generations, different kinds of visual aids have been used by teachers to enable meaningful learning. Some new forms constantly emerge as a result of improvements in educational science and technology (Krukru, 2015). Preference for visual media is natural for human beings. Babies retain visual images long before they develop ability to interact with other people effectively (Boor, 2023). For example, they recall faces of close people such as parents and other siblings and associate things like fire with pain. As children grow up and mature cognitively, visuals become even more important. Jean Piaget’s cognitive development theory describes the years between 2 to 7 as a pre-operational period where the child learns to use and represent objects by images, words, and drawings. Use of concrete objects and visual aids such as drawings and illustrations are crucial in teaching children at this stage (Woolfolk, 2024).

Audio-visual media is a generic term to describe information content held in storage and transmission media and formats that use images and sounds rather than or sometimes in addition to textual matter. These media are educational aids that work primarily through the senses, especially hearing and seeing. These media include motion-picture projectors, television sets, record and tape players and overhead projectors. Most of the audio-visual media involve a greater use of the senses of the users and the audiovisual materials can be used to supplement the books and stimulate the interest of the learners (Mishra and Mishra, 2024). A videotape is a recording of images and sound on magnetic tape. These are flat platters on which materials have been recorded for viewing on a television set. Videotapes are also used for storing scientific or medical data. Videocassette recorders (VCRs) were used to record and play the video clips on a television set. This technology is presently obsolete and is replaced by DVDs and Blu-ray discs (Awana, 2017).

For pupils’ interest and performance to increase and for them to be productive and functional in this 21st century, there is every need for the application of pupils’ participatory approaches; that is teaching – learning approaches that meaningfully engage the learners such as video instruction.

Video instruction is an instruction presented through the use of a television monitor and a video disc or digital versatile disc (DVD). Digital video disc is an optical disc with storage media format. Its main uses are video and data storage. The digital video disc has a player which it uses to retrieve what has been stored into it. Both the digital video player and the television monitor require electricity to power them. The influx of home video's/CD'S is an issue of great concern that needs to be addressed. The situation is such that parents and even youths of school age go after home videos instead of getting/purchasing educational DVD/CDS. These pupils are allowed to watch these home videos for hours. It is therefore, the intention of the researcher to see how this ability to watch home videos can be utilized to achieve academic excellence in the classroom setting. Most researches that have been conducted are on videotape instruction.

Salem (2021) investigated on impact of print media on student's academic performance of Varanasi City, India and found that cent percent of the selected students' for the study were accessed print media sources by both public and private schools students. The majority of the students from both schools were encouraged by print media to do new and innovative things with their academic projects and assignments and also the majority of the student stated that print media sources were helpful in their academic performance in most of the cases. Gulzar and Al Asmari (2014) found that the Saudi PYP EFL teachers, as represented by the cohort this study, bear quite positive attitudes towards the use of materials adapted from local English newspapers and magazines. Bawa and Fakomogbon (2021) discovered that the treatment was effective in improving pupils' academic performance. It was also found that there was a significant difference between the academic performance of the pupils taught using audio-visual aids and those taught the same using the conventional approach in favour of those exposed to the treatment.

In a similar study, Alabi *et al.* (2021) found that audio-visual aids had positive effect on students' performance and there is no significant difference between the performance of male and female students taught using audio-visual aids. In another development, Ojobor *et al.* (2020) found that audio visual resources were not adequately available and that the few available ones were not adequately put in use due to insufficient fund, erratic power supply and lack of trained teachers to adopt the new teaching approach in the study area etc. Therefore, insufficient fund, erratic power supply and lack of trained teachers were viewed as an obstacle that should be overcome in order to promote adequate use of audio-visual resources for pupils to fully optimize and benefit from the new teaching approach.

Okoh *et al.* (2019) discovered that audio-plus-text media was more effective on students' achievement in Oral English, followed by video and then, audio-only medium. The implication is that if teachers of Oral English adopt audio-plus-text media in teaching, students' achievement in it may improve. Ofili (2022) found among others that instructional television enhanced academic performance of physics students. Abdul Samat and Abdul Aziz (2020) shows that the implementation of multimedia learning in teaching reading comprehension is useful as the combination of multiple elements of media scaffolded the process of understanding. On the other hand, audio is the least effective in helping pupils comprehend the information. Chang and Millet (2015) found that both groups improved their reading rates and their comprehension levels, and the improvement was maintained for up to three months without further treatment. However, the audio-assisted reading group's improvement in reading rates and comprehension levels was substantially higher than for the silent reading group.

Speaking on the availability and usability of modern instructional media in classrooms and laboratories, Adams (2021) and Udeani (2022) lamented that most public Early Childhood Centres in Nigeria may be lacking or not having access to these materials, thus teaching subjects concepts in abstract, the outcome may be poor performance of pupils in both internal and external examinations. Thus, therefore, this study investigated the relationship between instructional media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area.

Statement of the Problem

Reading is the foundation to education and all other subject areas depend on reading for comprehension, it allows the reader to interpret, ask and answer questions. A person with limited reading skills may not accomplish many things that are related to reading like reading signs, applying for a job, among others. Most studies on reading have been done on higher levels of education other than early childhood education. Although a few studies in early childhood had a bias on pupils' variables they dwelt on reading other than reading readiness.

In most public Early Childhood Centres in Uyo Local Government Area, many preschoolers lack the necessary reading readiness skills to succeed in primary school. Despite the importance of early literacy skills, the current instructional media used in these centres may not be effectively preparing preschoolers for reading. Research has shown that reading readiness skills, such as phonological awareness, alphabet knowledge, and print awareness, are critical predictors of future reading success. Thus, the problem of this study is: what is the relationship between instructional media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area

Purpose of the Study

The study investigated the relationship between instructional media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area. Specifically, the study intends to:

- i. Ascertain the relationship between print media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area
- ii. Determine the relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area
- iii. Determine the relationship between visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area
- iv. Ascertain the relationship between audio visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area

Research Questions

The following research questions were formulated to guide the study;

- i. What is the relationship between print media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area?

- ii. What is the relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area?
- iii. What is the relationship between visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area?
- iv. What is the relationship between audio visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- i. There is no significant relationship between print media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area.
- ii. There is no significant relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area.
- iii. There is no significant relationship between visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area.
- iv. There is no significant relationship between audio visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area.

Methodology

Correlational research design was adopted for this study. This design was considered suitable for the study because it involves investigating into the magnitude and direction (positive or negative) of relationship that exist between a dependent variable and one or more independent variable(s) (Kpolovie, 2020). The study was carried out in Uyo Local Government Area. Uyo as the capital city of Akwa Ibom State is located on latitude 5⁰2' N and longitude 7⁰55' E. Uyo Local Government Area consists of 105 villages with four (4) clan to include, Offot Ukwa, Etoi, Oku and Ikono. Uyo people are of Ibibio stock and speak Ibibio language. The population of the study consisted of all 490 caregivers and 3,723 ECC II preschoolers in all the 49 public primary schools in Uyo Local Government Area as at the time of the study (Akwa Ibom State Universal Basic Education Board, AKSUBEB, 2025). A sample size of 280 comprising 40 caregivers and 240 ECC II preschoolers selected through simple random sampling technique was used for the study. First, hat and draw method was used to select 20 out of 49 primary schools that have functional ECC section. Next involved random selection of 40% of class size of approximate 30. That is 12 preschoolers in each of the 20 sampled primary schools were selected through simple random sampling technique until the required sample size was reached.

Instructional Media Questionnaire (IMQ) and Reading Readiness Assessment Test (RRAT) were used for data collection. The instrument Instructional Media Questionnaire had two sections, A and B. Section A elicited information on the teachers' personal data. Section B elicited information on Instructional Media with 5 items each with a total of 20 items. The instrument was structured on four-point Likert Scale of SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly disagree. A Reading Readiness Assessment Test (RRAT) was used to test the reading readiness level of pupils with a total of 12 items and was scored 2 marks each with a total mark of 24marks

Face and content validity were established for Instructional Media Questionnaire (IMQ) and Reading Readiness Assessment Test (RRAT) were given to three validates, two in the

Department of Early Childhood and Special Education and one from psychological Foundations of education, Faculty of Education, University of Uyo, who assessed the various items to ascertain their relevance to the research questions, hypotheses and language used in developing the items. Hence, all the necessary corrections were incorporated into final version of the instruments.

The internal consistency approach was adopted for this study. The reliability of Instructional Media Questionnaire (IMQ) and Reading Readiness Assessment Test (RRAT) were administered to 10 caregivers and 20 pupils who were randomly selected from outside the study population who were not included in the main study sample. However, the scores obtained were used to compute the reliability coefficient using Cronbach Alpha statistic for Instructional Media Questionnaire while Kuder Richardson Formula-20 for Reading Readiness Assessment Test which yielded reliability coefficient indices of 0.83 and 0.81 respectively. These high reliability coefficient indices indicate that the instruments were suitable and reliable for the study. Pearson Product Moment Correlation (PPMC) was used for answering the research questions by comparing the values with the extent scale of correlation also used for testing the hypotheses by comparing it with the critical-r-value. The entire hypotheses formulated were tested at .05 level of significance. In order to determine the direction and magnitude of relationship, Cohen’s interpretation of correlational studies was used to take decision on the research questions as follows: 0.00 - 0.20 = Very low/ no relationship, 0.20 – 0.40 = Low, 0.40 – 0.60 = Moderate, 0.60 – 0.80 = High and 0.80 – 1.00 = Very high. In terms of hypotheses, whenever the calculated r-value is greater than the critical r-value, the null hypothesis will be rejected and also whenever the calculated r-value is less than the critical r-value, the null hypothesis will be accepted.

Results

Research Question One

What is the relationship between print media and preschoolers’ reading readiness in public Early Childhood Centres in Uyo Local Government Area?

Table 1: Pearson’s Product Moment Correlation Analysis of the relationship between print media and preschoolers’ reading readiness in public Early Childhood Centres (n=280)

Variables	ΣX	ΣX^2	ΣXY	r	R^2
	ΣY	ΣY^2			
Print media	1495	27392	69983	0.621	0.39
Reading readiness	4107	188389			

$\alpha = 0.05$, R^2 = coefficient of determination

Result on Table1 is correlation coefficients of the relationship between print media and preschoolers’ reading readiness in public Early Childhood Centres in Uyo Local Government Area. Results showed that the correlation between print media and their reading readiness was

0.621. This means there was a moderate relationship between print media and preschoolers' reading readiness. The coefficient of determination associated with 0.621 is 0.39. The coefficient of determination (0.39) also known as the predictive value means that 39% of print media accounted for the variation in preschoolers' reading readiness. This is an indication that 61% of variation in preschoolers' reading readiness is attributed to other factors other than print media

Research Question Two

What is the relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area?

Table 2: Pearson's Product Moment Correlation Analysis of the relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres (n=280)

Variables	ΣX	ΣX^2	ΣXY	r	R^2
	ΣY	ΣY^2			
Audio media	1691	30879			
			74259	0.515	0.27
Pupils' reading readiness	4107	188389			

$\alpha = 0.05$, $R^2 =$ coefficient of determination

Result on Table 2 is correlation coefficients of the relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres. Results showed that the correlation between audio media and preschoolers' reading readiness was 0.515. This means there was a moderate relationship between audio media and preschoolers' reading readiness. The coefficient of determination associated with 0.515 is 0.27. The coefficient of determination (0.27) also known as the predictive value means that 27% of audio media accounted for the variation in preschoolers' reading readiness. This is an indication that 73% of variation in preschoolers' reading readiness is attributed to other factors other than audio media.

Research Question Three

What is the relationship between visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area?

Table 3: Pearson’s Product Moment Correlation Analysis of the relationship between visual media and preschoolers’ reading readiness in public Early Childhood Centres (n=280)

Variables	ΣX	ΣX^2	ΣXY	r	R^2
	ΣY	ΣY^2			
Visual media	1690	30544	73617	0.415	0.17
Reading readiness	4107	188389			

$\alpha = 0.05$, $R^2 =$ coefficient of determination

Result on Table 3 is correlation coefficients of the relationship between visual media and preschoolers’ reading readiness in public Early Childhood Centres. Results show that the correlation between visual media and preschoolers’ reading readiness was 0.415. This means there was a moderate relationship between visual media and preschoolers’ reading readiness. The coefficient of determination associated with 0.415 is 0.17. The coefficient of determination (0.17) also known as the predictive value means that 17% of visual media accounted for the variation in preschoolers’ reading readiness. This is an indication that 83% of variation in preschoolers’ reading readiness is attributed to other factors other than visual media.

Research Question Four

What is the relationship between audio visual media and preschoolers’ reading readiness in public Early Childhood Centres in Uyo Local Government Area?

Table 4: Pearson’s Product Moment Correlation Analysis of the relationship between audio visual media and pupils’ reading readiness in primary schools (n=280)

Variables	ΣX	ΣX^2	ΣXY	r	R^2
	ΣY	ΣY^2			
Audio visual media	1578	27392	69983	0.576	0.33
Reading readiness	4107	188389			

$\alpha = 0.05$, $R^2 =$ coefficient of determination

Result on Table 4 is correlation coefficients of the relationship between audio visual media and preschoolers’ reading readiness in public Early Childhood Centres. Results showed that the correlation between audio-visual media and preschoolers’ reading readiness was 0.576. This

means there was a strong positive relationship between audio-visual media and preschoolers' reading readiness. The coefficient of determination associated with 0.576 is 0.33. The coefficient of determination (0.33) also known as the predictive value means that 33% of audio-visual media accounted for the variation in preschoolers' reading readiness. This is an indication that 67% of variation in preschoolers' reading readiness is attributed to other factors other than audio-visual media.

Hypothesis One

There is no significant relationship between print media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area?

Table 5: Pearson's Product Moment Correlation Analysis of the significant relationship between print media and preschoolers' reading readiness in public Early Childhood Centres (n=280)

Variables	ΣX	ΣX^2	ΣXY	r-cal.	r-crit.
	ΣY	ΣY^2			
Print media	1495	27392			
			69983	0.621	0.087
Reading readiness	4107	188389			

The result presented in Table 5 revealed that the calculated r-value of 0.621 is greater than the critical r-value of 0.087 at .05 level of significance with 278 degrees of freedom. With this result, the null hypothesis that says there is no significant relationship between print media and preschoolers' reading readiness in public Early Childhood Centres was rejected. This implies that there is a significant relationship between print media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area.

Hypothesis Two

There is no significant relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area

Table 6: Pearson's Product Moment Correlation Analysis of the significant relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres (n=280)

Variables	ΣX	ΣX^2	ΣXY	r-cal.	r-crit.
	ΣY	ΣY^2			
Audio media	1691	30879			
			74259	0.515	0.087
Reading readiness	4107	188389			

The result presented in Table 6 revealed that the calculated r-value of 0.515 is greater than the critical r-value of 0.087 at .05 level of significance with 278 degrees of freedom. With this result, the null hypothesis that says there is no significant relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres was rejected. This implies that there is a significant relationship between audio media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area.

Hypothesis Three

There is a significant relationship between visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area.

Table 7: Pearson's Product Moment Correlation Analysis of the there is a significant relationship between visual media and preschoolers' reading readiness in public Early Childhood Centres (n=280)

Variables	ΣX	ΣX^2	ΣXY	r-cal.	r-crit.
	ΣY	ΣY^2			
Visual media	1690	30544			
			73617	0.415	0.087
Reading readiness	4107	188389			

The result presented in Table 7 revealed that the calculated r-value of 0.415 is greater than the critical r-value of 0.208 at .05 level of significance with 278 degrees of freedom. With this result, the null hypothesis that says there is no significant relationship between visual media and preschoolers' reading readiness in public Early Childhood Centres was rejected. This implies that there is a significant relationship between visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area

Hypothesis Four

There is no significant relationship between audio-visual media and preschoolers' reading readiness in public Early Childhood Centres in Uyo Local Government Area.

Table 8: Pearson’s Product Moment Correlation Analysis of the significant relationship audio-visual media and preschoolers’ reading readiness in public Early Childhood Centres (n=280)

Variables	ΣX	ΣX^2	ΣXY	r-cal.	r-crit.
	ΣY	ΣY^2			
Audio visual media	1578	27392			
			69983	0.576	0.208
Reading readiness	4107	188389			

The result presented in Table 8 revealed that the calculated r-value of 0.576 is greater than the critical r-value of 0.087 at .05 level of significance with 278 degrees of freedom. With this result, the null hypothesis that says there is no significant relationship between audio visual media and preschoolers’ reading readiness in public Early Childhood Centres was rejected. This implies that there is a significant relationship between audio-visual media and preschoolers’ reading readiness in public Early Childhood Centres in Uyo Local Government Area.

Discussion of Findings

The results of the study showed that there is a positive and a moderate relationship between print media and preschoolers’ reading readiness in Public Early Childhood Centres. This finding is possible because print media helps to enhance pupils’ interest and broaden their perspectives towards global activities. The findings of the study is in line with Salem (2021) who found students from both schools were encouraged by print media to do new and innovative things with their academic projects and assignments and also the majority of the student stated that print media sources were helpful in their academic performance in most of the cases. In the same vein, this finding is supported by Gulzar and Al Asmari (2014) who found that students’ performance was also substantiated by the opinions of the PYP teachers about the use of PM through a structured questionnaire.

The result of the study showed that there is a positive and was a moderate relationship between audio media and preschoolers’ reading readiness in public early childhood centres. The findings of the study agree with Chang and Millet (2015) who worked on improving reading rates and comprehension through audio-assisted extensive reading for beginner learners. Their study revealed that audio-assisted reading group's improvement in reading rates and comprehension levels was substantially higher than for the silent reading group.

In the contrary, this finding is not supported by Aydemir and Ozturk (2022) who discovered conflicting results and found that use of audio media affected fifth grade students adversely. Knowlton (2016) examined the popularity of electronic books compared to print books in a university setting and found “the overall preference for print, combined with the drawbacks of e-books for preservation and resource sharing, leads to a recommendation that most monographic

purchases be in print. Again, these results reflect electronic books and do not consider the audio book medium. Thooft (2022) examined the effect of audio media on reading comprehension and motivation with English language learners and students with special needs and found that while the use of audio media impacted student achievement, audio media did not appear to have an impact on motivation.

The result indicates a moderate relationship between visual media and preschoolers' reading readiness in public early childhood centres. This finding is possible because literature support that visual sense is a critical factor for learning, that persons remember only 10 percent of what they hear, 30 percent of what they read, but about 80 percent of what they see and do. The finding is in tandem with earlier finding of Harwood and McMahon (2017) who found that treatment students who experienced chemistry course enhanced with structured chemistry video series showed significant higher achievement than control group. It was also found out that students enjoyed learning through videos.

Similarly, this finding is in line with Ofili (2022) who found that instructional television enhanced academic performance of physics students. AbdulSamat and AbdulAziz (2020) also found that the implementation of multimedia learning in teaching reading comprehension is useful as the combination of multiple elements of media scaffolded the process of understanding. On the other hand, audio is the least effective in helping pupils comprehend the information.

Summary of analysis indicates a moderate relationship between audio-visual media and preschoolers' reading readiness in Public Early Childhood Centres. This finding is possible because, utilisation of audio-visual media such as television, video, movie, projector, computer in the classroom help in enriching pupils' understanding and stimulate their interest and build a creative environment. Pupils learn easily from what they see or hear. Audio-visual media appeal to the sense of seeing and hearing. This finding is in accordance with Bawa and Fakomogbon (2021) who investigated on effects of audio-visual aids on the academic performance of nursery school pupils in alphabets reading. Their study revealed the treatment was effective in improving pupils' academic performance. It was also found that there was a significant difference between the academic performance of the pupils taught using audio-visual aids and those taught the same using the conventional approach in favour of those exposed to the treatment.

In addition, this finding agrees with Alabi *et al.* (2021) who found that audio-visual aids had positive effect on students' performance and there was no significant difference between the performance of male and female students taught using audio-visual aids. This is to say that, with the audio-visual learning media, pupils can easily understand and remember the lessons that have been taught by the teacher.

Conclusion

In conclusion, the findings of this study unequivocally revealed a significant relationship between instructional media, encompassing print, audio, visual, and audio-visual materials, and the preschoolers' reading readiness in Public Early Childhood Centres within Uyo Local Government Area. This correlation underscores the vital role that instructional media play in

facilitating the teaching and learning process, ultimately enhancing preschoolers' reading readiness.

Recommendations

On the basis of the findings and conclusion of this study, the researcher therefore makes the following recommendations:

- i. Teachers should utilize instructional media in classroom instruction. Using instructional media in classroom instruction helps pupils to retain and remember what they had learnt as those media appeal to the five sensory organs.
- ii. The government and other stakeholders in the education system should give more attention to massive supply of diverse instructional media to all the schools in the federation and supervisors should be assigned to different schools to ensure that teachers are closely monitored to use appropriate instructional aid for each topic taught in order to improve pupils' reading readiness.
- iii. Similarly, teachers should be able to improvise supplementary print media such as newspapers newsletters, booklets, magazines and pamphlets for lessons since instructional materials help to motivate and improve pupils' attitude towards learning.
- iv. Audio, visual and audio-visual interactive instructional media should be made available in schools, to help the learners understand lessons.

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