

ASSESSMENT OF AUDIO-VISUAL INSTRUCTIONAL MATERIALS USAGE AMONG WOMEN VEGETABLE FARMERS IN ASA LOCAL GOVERNMENT AREA, KWARA STATE, NIGERIA

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Abstract

The study assessed the utilization of audio-visual instructional materials (AVIM) among women vegetable farmers in Kwara state. Specifically, the study described the socio-economic characteristics of the women vegetable farmers in Asa Local Government Area, ascertained the level of use of audio visual instructional material among women vegetable farmers, assessed the perception of women vegetable farmers on the use of visual instructional material, examined the benefit of use of visual instructional materials among women vegetable farmers and Identified constraints to the use of visual instructional materials among women vegetable farmers. A two-stage random sampling procedure was employed to select 132 respondents for this study. The data were analyzed using both descriptive and inferential statistical tools. The result of the analysis showed that mean age of the respondents was 55 years with mean years of schooling to be 3. The average annual income realized was N150, 666.00. The most used audio-visual instructional material among the vegetable women farmers are posters ($\bar{x} = 2.05$), picture photographs ($\bar{x} = 1.64$) and the use of mobile phones ($\bar{x} = 1.62$). The overall mean of usage was 1.58 which indicate moderate usage of AVIM. Results on categorization of respondents' perception on the use of AVIM shows that respondents had positive perception with a mean of 3.24. Inadequate training on how to use AVIM effectively was considered as the most severe constraints among the women farmers with a mean of 2.26. Correlation analysis indicated that marital status ($p = 0.029$), years of formal education ($p = 0.009$), annual income ($p = 0.044$) access to extension services ($p = 0.000$), had positive and significant effect on level of utilization of AVIM. The study concluded that level of AVIM utilization among women vegetable farmers was moderate with low income realized and therefore recommended that in order to enhance vegetable production, policymakers and relevant stakeholders should consider training on the use of AVIM and also concerns women should have access to better extension services

Keywords: Audio-visual instructional materials, women, vegetable farmers, information, utilization

Introduction

Audio visual instructional materials (AVIMs) are effective tools that are used by educators to enhance learners' interest, comprehension and retention of information and concepts (Variquest, 2021). These tools have been considered the best tool for making teaching effective and the best dissemination of knowledge. Umar et al., (2020), defined Audio-visual instructional materials as teaching materials used by the instructors visually while teaching and which make teaching clearer and easier for the learners to understand. Shabiralyani et al. (2015) confirms that instructional materials that promote teaching include visual aids such as illustrations, wall charts, example photos, symbolic materials, two-dimensional objects,

and maps, as well as any device that visually enhances the learning process.

However, it is worth noting that challenges that are frequently seen in remote agricultural areas, most importantly among farmers such as restricted access to traditional text-based extension materials, literacy levels, and language hurdles, can be overcome with the help of visual aids (Lecoutere & Jassogne, 2019). Also, a number of studies have looked at the functions and advantages of visual aids for farmers in Nigeria and other nations. More explicitly, Ndahi (2015); Fianco et al., (2023) evaluated the roles of AVIMs in agricultural extension services in the North-West Zone of Nigeria and found that AVIMs improved farmer's knowledge, attitude and skills in

various aspects of agriculture. These materials are designed to supplement traditional teaching methods by presenting information in a visual format, which can enhance understanding, retention and engagement among farmers. Audio Visual instructional materials are important in the teaching and learning of farming activities. What farmers see is easily remembered, manipulating what they see makes them active and also easy for them to understand.

Rural women in Nigeria are well known for their hard work in agricultural farms to make food available, inexpensive, and cheaper in order to minimize hunger, malnutrition, extreme poverty, and to create a healthy generation (Kayode *et al.*, 2024). Rural women are the main producers of staple crops as well as the production of secondary crops such as legumes and vegetables. These vegetables, which are often grown in home gardens, provides essential nutrients and can often, be the only source of food during times of food shortage.

Moreover, vegetable farming has become a veritable livelihood alternative among women, whether as household heads or members. Women constitute an important factor in vegetable production taking into consideration their role in agricultural production vis-à-vis vegetable production. The chief occupation of most women living in the rural areas is agriculture and they produce most of the vegetables consumed in rural areas. Women essentially participate in vegetable farming to supplement farm income and ensure income and household food security Doss *et al.* (2018); Nakwe *et al.*, (2018).

In Nigeria, vegetable farming has not sufficiently assured sustainable livelihood for the women farmers because of reasons such as limited access to productive resources, use of innovation, poor commercialization of vegetable farming. These results in low yield and limited income. It is therefore necessary to enhance vegetable production by introducing measures that will increase the knowledge and income generated by vegetable women farmers so as to boost their contribution to the welfare of their households. As a result, the focus of this study is on the utilization of audio-visual instructional materials among

women vegetable farmers in Kwara state, Nigeria. Specifically. The research sought to;

1. describe the socio- economic characteristics of the women vegetable farmers in Asa local Government.
2. ascertain the level of use of visual instructional material among women vegetable farmers in the area of study.
3. assess the perception of women vegetable famers on the use of audio-visual instructional materials in the area of study”
4. examine the benefit of use of visual instructional materials among women vegetable farmers and
5. Identify constraints to the use of visual instructional materials among women vegetable farmers

Hypothesis of the Study

H01: There is no significant relationship between the socio economics characteristics of the women vegetable farmers and the level of utilization of audio-visual instructional materials in the study area.

Methodology **Study Area**

The study was carried out in Asa Local Government Area located in Kwara State with its headquarters in the town of Afon. The Local Government Area covers a landmass of 1286 km² with 130.9/km². It is surrounded by Moro LGA to the north, to the east by Ilorin West and Ifelodun, to the south by Oyun local government and bounded by Oyo state to the West. There are 17 wards in the local governments. The population of Asa Local government is 124668 as of 2006 with 62,751 males and 61,917 females. There was an increase of 3.05% in the population to attain 168,300 for the last known census in 2016 Salami *et al.*(2020). Asa local government is located in a tropical climate zone with a hot and humid weather year-round. The soil is mostly laterite and its suitable for the cultivation of vegetables, cassava, corn and other crops.

Sampling Techniques and Sampling Size

The population of the study comprised all women vegetable farmers in Asa Local Government Area. Two-stage sampling

technique was employed to select respondents for the study, the first stage involved a purposive selection of Asa Local Government due to its high number of women vegetable farmers in Kwara state. The second stage involved selection of only registered women vegetable farmers in Asa LGA. A list was obtained from the Kwara ADP and the total number of registered women vegetable farmers was 132 and all of them were used for the study

Data Collection and Analytical Techniques

The instrument for data collection was interview schedule. The results of the objectives of the study were analyzed and presented using frequency distribution, percentages, and means. The Product Pearson Moment Correlation Moment (PPMC) was used to determine the relationship of women vegetable farmers' usage of AVIMs.

Results and Discussion

Results in Table 1 shows that the mean age of the women vegetable farmers was 55 years, which implies that older women were mostly involved in vegetable production.

Table 1: Socioeconomic Characteristics (N=132)

Variables	Frequency	Percentages	Mean
Age (years)			
≤ 40	8	6.1	55
41-50	35	26.5	
51-60	54	40.9	
> 60	35	26.5	
Marital status			
Married	91	68.9	3
Otherwise	41	31.1	
Years of Formal Education			
0	81	61.4	
1-6	37	28.0	8
7-12	14	10.6	
Household Size			
≤ 3	3	2.3	12
4-9	99	75.0	
>10	30	22.7	
Vegetable Farming Experience (Years)			
≤ 5	14	10.6	150,666.00
6-10	34	25.7	
11-15	48	36.4	
> 15	36	27.3	
Annual Income (₦)			
30,000-150,000	88	66.7	1.0
150,000-270,000	30	22.7	
> 270,000	14	10.6	
Access to Extension Agent			
Yes	107	81.1	1.0
No	25	18.9	
Number of Extension Contact in the past 6 months.			
0	25	18.9	1.0
Once	93	70.5	
Twice	14	10.6	

Source: Field Survey, 2024

This result is similar with Yenusi & Oguntade (2014). who reported an aged populated women vegetable farmer. About 68.9% of the women are married. Average years of formal education of the respondents was 3 with a mean household size of 8 persons. which is in line with the findings of Ayebuomwan *et al.*(2016) who stated that most rural women are non-literate. Moreover, the average vegetable farming experience of the women farmers was 12 with mean income of the women vegetable farmers was 150,666.00 NGN while the average number of extensions contact in the past 6 months among the women farmers was 1, this findings aligned with the findings of Nakwe *et al.*, (2018) who also reported a low level of contact with extension among women vegetable farmers in Taraba state.

Results in Table 2 shows results of the level of use of audio-visual instructional materials among the respondents in the study area. Posters are the most used AVIM with ($\bar{x} = 2.05$) this aligns with the findings of Olatinwo *et al.* (2023) who identified the use of posters as one of the most used mass media to disseminate information among farmers. followed by Picture photograph ($\bar{x} = 1.64$), Phone ($\bar{x} = 1.62$), Projector ($\bar{x} = 1.56$), Roll up banner ($\bar{x} = 1.48$), Mini pictorial calendar ($\bar{x} = 1.47$) Flash card ($\bar{x} = 1.26$). This result implies that posters have more expressed effects on the rural women's farming activities since its more accessible than the other AVIMs while Flash card is the least used. It also indicates that the women farmers are familiar with the use of AVIMs though their usage is at different levels.

The Level of Use of Visual Instructional Materials

Table 2: Distribution of Respondents Based on Level of Use of Audio-visual Instructional Materials

Audio-Visual Instructional Materials	Never Used F (%)	Used Often F (%)	Used Very Often F (%)	Mean	Rank
Roll up banners	80(60.6)	40(30.3)	12(9.1)	1.48	5th
Mini pictorial calendar	88(66.7)	26(19.7)	18(13.6)	1.47	6th
Phone	81(61.5)	20(15.2)	31(23.5)	1.62	3rd
Posters	42(31.8)	42(31.8)	48(36.4)	2.05	1st
Projector	82(62.1)	26(19.7)	24(18.2)	1.56	4th
Flash card	1105(79.5)	20(15.2)	7(5.3)	1.26	7th
Picture photograph	74(56.1)	32(24.2)	26(19.7)	1.64	2nd

Source:Field Survey, 2024.

Table 3: Categorization of Level of Use of Audio-Visual Instructional Materials

Level of Use	Frequency	Percentage	Mean	Remarks
<1	35	26.5	1.58	Low
1 – 2	72	54.6		Moderate
>2	25	18.9		High

Source:Field Survey, 2024.

Results presented in Table 3 shows the summary of the level of usage of audio-visual instructional materials among the respondents. The overall mean of the respondent's usage was 1.58 which implies that in spite of the low income realized (Table 1) from vegetable production, their level of usage of AVIMs is at moderate level among the respondents in the study area.

Perception of The Respondents on the Use of Audio-Visual Instructional Materials

Table 4 presents the results on the perception of respondents on the use of audio-visual instructional materials. The perceptions were uncovered using a set of 10 statements. The results showcased that AVIMs give vividness to learning situations is perceived as the most important on the use of visual instructional material with a mean score of 3.49, followed by AVIMs make learning permanent with a

mean score of 3.31, next is AVIMs are good supplements to verbal instructions and AVIMs are more effective at learning new concepts with both having a mean score of 3.30. others are AVIMs save time and energy and AVIMs can help increase income both having a mean score of 3.27, AVIMs are easy to understand ($\bar{x} = 3.24$), AVIMs could be improved to better meet the needs of women farmers ($\bar{x} = 3.23$), AVIMs are inclusive and accessible to

all women farmers in your community ($\bar{x} = 3.14$), the least perception on the use of the use of visual instructional material is AVIMs are brief and concise ($\bar{x} = 2.92$). This result indicated that farmers perceived these visual instructional materials to give clarity to learning, lead to improvement in knowledge in their farming activities, increase in income, food security and effective at learning new concepts.

Table 4: Distribution of Respondents' Perceptions on The Use of Audio-Visual Instructional Materials

Perceptions	S.D F (%)	D F (%)	U F (%)	A F (%)	S.A F (%)	Mean
AVIMs are easy to understand	11(8.3)	17(12.9)	45(34.1)	47(35.6)	12(9.1)	3.24
AVIMs are inclusive and accessible to all women farmers in your community	11(8.3)	25(18.9)	43(32.6)	40(30.3)	13(9.8)	3.14
AVIMs are more effective at learning new concepts	9(6.8)	17(12.9)	44(33.3)	49(37.1)	13(9.8)	3.30
AVIMs could be improved to better meet the needs of women farmers	1(0.8)	22(16.7)	66(50.0)	31(23.5)	12(9.1)	3.23
AVIMs can help increase income	6(4.5)	20(15.2)	48(36.4)	48(36.4)	10(7.6)	3.27
AVIMs are brief and concise	26(19.7)	21(15.9)	38(28.8)	32(24.2)	15(11.4)	2.92
AVIMs make learning permanent	7(5.3)	19(14.4)	53(40.2)	32(24.2)	21(15.9)	3.31
AVIMs are good supplements to verbal instructions	7(5.3)	14(10.6)	56(42.4)	42(31.8)	13(9.8)	3.30
AVIMs save time and energy	13(9.8)	14(10.6)	43(32.6)	49(37.1)	13(9.8)	3.27
AVIMs give vividness to learning situations	4(3.0)	12(9.1)	51(38.6)	45(34.1)	20(15.2)	3.49

Source:Field Survey, 2024. S.D: Strongly disagree, D: Disagree, U: Undecided, A: Agree, S.A: Strongly Agree.

Categorization of Respondents' Perceptions on the Use of Audio-Visual Instructional Materials

From Table 5, result shows that 44.7% are of negative perception while 55.3% are of positive perception. The overall mean of the respondent's perception was 3.24. This positive perception indicates that most of the respondents recognize the benefit and importance of these materials in improving farming practices and knowledge in agriculture. The result indicates that there is a strong acknowledgement and appreciation for the impact and significance of visual

instructional materials in enhancing vegetable farming. It reflects a well-known recognition of the benefits that these resources bring to their farming activities. This confirmed earlier report made by Sherab (2023) that teachers had positive perception about visual instructional materials. They perceived visual instructional materials as one of the crucial and significant tools for teaching and learning. Evidences from this study suggest that teaching becomes more effective and easier for teachers through the use of visual aids.

Table 5: Categorization of Respondents' Perceptions on The Use of Audio-Visual Instructional Materials

Perception Score	Frequency	Percentage	Mean	Remarks
≤ 3.00	59	44.7		Negative
>3.00	73	55.3	3.24	Positive

Source:Field Survey, 2024.

Benefits of Use of Audio-Visual Instructional Materials

Table 6 presents the results on the benefit of use of audio-visual instructional materials among the respondents. The results shows that benefits resulting from the use of visual instructional materials was uncovered using a set of 10 statements. AVIMs have helped to some extent in conserving natural resources ($\bar{x} = 3.44$), AVIMs have helped in learning new vegetable farming techniques ($\bar{x} = 3.41$), AVIMs have a great impact on the quality of your produce ($\bar{x} = 3.41$), this supports the

findings of Umar et al.2020. AVIMs have in one way or the other increased knowledge ($\bar{x} = 3.4$) were rated first, second, second, second and third respectively as very important benefits derived by women vegetable farmers by using visual instructional materials. AVIMs have helped connect with other farmers and share information ($\bar{x} = 3.16$) is considered the least important perception according to the respondents. This indicates that there is need for more sensitization on the importance of using AVIMs

Table 6: Distribution of Respondents' According to Benefits Derived from Use of Audio-Visual Instructional Materials

Benefits	Mean	Rank
AVIMs have helped in conserving natural resources.	3.44	1st
AVIMs have contributed to saving time in your farming activities	3.27	7 th
AVIMs have helped in learning new vegetable farming techniques	3.41	2nd
AVIMs have a great impact on the quality of your produce	3.41	2 nd
AVIMs have been beneficial in increasing the variety of vegetable cultivated	3.27	7 th
AVIMs have in one way or the other increased knowledge	3.41	2 nd
AVIMs have helped connect with other farmers and share information	3.16	10 th
AVIMs make farming more enjoyable	3.35	6 th
AVIMs ensure maximal use of farming resources such as land, water.	3.27	7 th
AVIMs help in better decisions making on farming business	3.39	5 th

Source: Field Survey, 2024.

Constraints to the Use of AVIM

Results in Table 7 indicate that inadequate training on how to effectively use audio-visual instructional materials ranked first among the list of constraints with a mean score of 2.26. Lack of awareness about the benefits of using AVIMs and Limited availability of electricity or reliable power sources for using AVIMs are both ranked second with a mean score of 2.23. According to respondents, information gathered from this study revealed that other challenges as presented in Table 8 include; Lack of infrastructure such as display facilities for visual aid, Lack of access to technology and devices to utilize AVIMs and Lack of

interest of the women farmers are all ranked third with a mean score 2.17. Limited availability of AVIMs in local dialects was ranked seventh with a mean score of 2.11. Difficulty in adapting AVIMs to farming practices was ranked eighth with a mean score of 2.07. Attitude of the extension agents was ranked ninth according to the result on table 8 with a mean score of 2.03. Display size of the AVIMs; either too small or too big (M.S = 1.98) was ranked last (tenth) which indicates that it is not really considered a constraint to the effective usage of visual instructional materials according to the respondents in the study area.

Table 7: Distribution of Respondents' According to Constraints to The Use of Audio-Visual Instructional Materials

Constraints	Not serious F (%)	Serious F (%)	Very serious F (%)	Mean	Rank
Inadequate training on how to effectively use AVIMs	28(21.2)	42(31.8)	62(47.0)	2.26	1st
Lack of awareness about the benefits of using AVIMs	29(22.0)	44(33.3)	59(44.7)	2.23	2nd
Limited availability of electricity or reliable power sources for using AVIMs	33(25.0)	36(27.3)	63(47.7)	2.23	2nd
Inadequate infrastructure such as display facilities for visual aid	34(25.8)	42(31.8)	56(42.4)	2.17	4th
Lack of access to technology and devices to utilize AVIMs	39(29.5)	32(24.2)	61(46.2)	2.17	4th
Low interest of the women farmers	38(28.8)	33(25.0)	61(46.2)	2.17	4th
Limited availability of AVIMs in local dialects	40(30.3)	38(28.8)	54(40.9)	2.11	7th
Difficulty in adapting AVIMs to farming practices	41(31.1)	41(31.1)	50(37.9)	2.07	8th
Attitude of the extension agents	45(34.1)	38(28.8)	49(37.1)	2.03	9th
Display size of the AVIMs: either too small or too big	52(39.4)	31(23.5)	49(37.1)	1.98	10th

Source:Field Survey, 2024.

Test of Hypothesis

H₀₁: There is no significant relationship between the level of use of AVIMs and socioeconomic characteristics of respondents. Table 8 shows the result of correlation analysis between some selected socio-economic characteristics of the respondents and their level of use of audio-visual instructional materials. These variables were age, household size, marital status, years of formal education, farming experience, annual income, membership of association, access to extension and frequency of extension contact. The degree of use of visual instructional materials is positively correlated with marital status ($p=0.029$) which may be due to the fact that married women have more support at home, which can free up time for them to interact with these resources. Also, the respondents' level use of audio-visual instructional materials is significant with the household size of the respondents ($p=0.385$) which implies that larger households size will make use of AVIMs more than lesser households size. Furthermore, years of formal education have a significant relationship ($p=0.009$) indicates that women with higher education levels generally grasp these materials better, which can improve their agricultural methods and decision-making. Higher education enables female farmers to make more effective use of visual teaching resources, which improves vegetable

production and practices. Their education gives them the information and abilities they need to maximize these resources in their farming endeavors.

Also, the degree of use of audio-visual instructional materials is negative but significantly related with farming experience ($p=0.064$). This result implies that the more farming experience the women farmers have the lesser they use AVIMs. The respondents' level use of audio-visual instructional materials is significant with the annual income of the respondents ($p=0.044$). The respondents' level of usage of visual instructional materials is also significantly influenced by their association membership ($p=0.000$)., as having an association membership can positively affect how women farmers use these resources. Women vegetable producers may be encouraged by the resources, support, and possibilities for knowledge exchange that come with membership in an association.

The use of visual teaching materials correlates positively with both extension contact frequency ($p=0.000$). and access ($p=0.000$).; the more extension agents one interacts with, the more visual instructional materials are used. These agents assist farmers learn about new inventions and raise awareness of them.

The positive coefficient of these variables suggests that as each variable rises, so does the use of visual instructional materials. Thus, the

degree of utilization of visual instructional materials will rise in line with the number of extension contacts. This may be as a result of the fact that regular extension agent visit to the women farmers would result in better acquaintance, awareness and high level of use

of visual instructional materials. Based on the ratio of significant variables of socio-economic characteristics to the non-significant, we reject the null hypothesis which states;

Table 8: Result of the Correlation Analysis between the Level of Use of Audio-Visual Instructional Materials and Socioeconomic Characteristics of Respondents

Variables	r- value	p-value	Remarks
Age	-0.044	0.618	Not Significant
Marital Status	0.190*	0.029	Significant
Household size	-0.76	0.385	Not Significant
Years of formal education	0.226**	0.009	Significant
Farming experience	-0.162	0.064	Significant
Annual Income	0.175*	0.044	Significant
Membership of Association	0.319**	0.000	Significant
Access to Extension	0.589**	0.000	Significant
Frequency of Extension Contact	0.373**	0.000	Significant

Source: Field survey, 2024.

* Correlation is significant at the 0.05 level (2-tailed) ** Correlation is significant at the 0.01 level (2-tailed)

Conclusions and Recommendations

Based on the moderate level of the of audio-visual instructional materials among vegetable farmers the positive perception towards the use of AVIMs among vegetable women farmers, the study concluded that there are huge potentials for the effective usage of AVIMs. Based on the findings and conclusion

of the study, the study therefore recommends in order to enhance vegetable production there should be more awareness on the use of AVIMs and also, policymakers and relevant stakeholders should consider training on the use of AVIMs and also concerns women farmers should have access to better extension services

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