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Audio- Visual Aids: Effective Tool for Enhancing Creative Arts Education among Basic One Learners at Saint Monica's Primary School, Mampong

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Abstract: **This study examined the effectiveness of audio-visual aids in enhancing Creative Arts education among Basic one Learners at St. Monica's Primary School in the Mampong Municipality. Using an action research design, the study involved 47 Learners selected through purposive sampling. Data were collected through pre- and post-tests, classroom observations, and descriptive statistics including frequencies and percentages. The intervention focused on integrating various audio-visual tools such as videos, slide shows, and pictures into Creative Arts instruction to assess their impact on learners' creativity, participation, and comprehension. Findings revealed significant improvements across all three domains following the intervention. Creativity scores rose with over half of the learners achieving high post-test scores. Participation levels increased substantially, indicating greater learner engagement, while comprehension scores also improved, suggesting enhanced understanding of artistic concepts. The study concluded that audio-visual aids are effective pedagogical tools for enriching Creative Arts education in early childhood settings. It recommended consistent integration of these resources, targeted teacher training, and the development of resource libraries to support diverse learning styles. Future research should explore the long-term impact of audio-visual aids across subjects and their role in promoting collaborative learning and holistic development.**

Keywords: **Audio – Visual, Creativity, Creative Arts, Curriculum, Mampong-Municipality.**

1. INTRODUCTION

Background to the Study

Primary school curricula include creative arts to encourage creativity, imagination, critical thinking, and problem-solving. It helps learners express themselves through drawing, painting, music, dance, drama, and craftwork (Dinham, 2019; Gibson & Ewing, 2020). These exercises help students improve their artistic, emotional, social, and cognitive skills. Creative Arts are important for child development, yet many primary schools still utilize chalk-and-talk methods that limit student participation and creativity (Esnard & Mohammed, 2019). This typical technique uses teacher-centred training, abstract explanations, and few teaching and learning materials, making it hard for students to grasp creative concepts.

Several studies have found that audio-visual aids can improve teaching and learning, especially in creative topics like Creative Arts. These aids include instructive videos, projectors, music recordings, photographs, charts, and other visual and auditory interactive digital tools (De Villiers & Sauls, 2017). Audio-visual aids explain abstract concepts, provide tangible examples, stimulate imagination, and make classes more interesting and interactive, according to Arsyad et al. (2024) and Wu & Rau (2019).

In Ghana, integrating audio-visual aids into Creative Arts instruction is still difficult, especially in state basic schools. Gyan (2021) and Ashong (2021) found that many Ghanaian teachers lack the tools or abilities to use audio-visual aids in their classes, resulting in teacher-dominated classrooms that limit students' creativity. Initial observations and informal conversations with instructors and students at St. Monica's Primary School showed that many students struggle with creative concepts in Creative Arts classes. The lack of interactive teaching and learning resources, especially audio-visual aids, has made lessons less interesting for students. This has decreased student participation, inventiveness, and topic passion.

It is against this backdrop that this study examined the effectiveness of audio-visual aids in promoting Creative Arts education at St. Monica's Primary School. The study examined how these aids affected students' participation, inventiveness, and artistic expression in class. This research intended to fill a gap in the literature by giving empirical evidence on how audio-visual aids improve Creative Arts teaching and learning in Ghanaian basic schools.

Statement of the Problem

Creative Arts education plays a vital role in nurturing students' imagination, creativity, and artistic expression. However, in many Ghanaian primary schools, including St. Monica's, Primary school, instruction remains predominantly teacher-centered relying on chalkboard explanations and textbook readings with limited opportunities for practical engagement and creative exploration. Despite evidence that audio-visual aids improve understanding in visual and creative subjects (Arsyad et al., 2024; De Villiers & Sauls, 2017), their use is minimal due to resource constraints, insufficient teacher training, and infrastructure challenges. As a result, Creative Arts lessons often fail to stimulate student interest or develop key skills. This study examined how integrating audio-visual tools could enhance student participation, creativity, and artistic knowledge in Creative Arts lessons at St. Monica's Primary School.

Objectives of the study

1. Assess the availability and usage of audio-visual aids in teaching Creative Arts.
2. Evaluate the impact of audio-visual aids on students' creativity, engagement, and learning outcomes.

Research Questions

1. What types of audio-visual aids are available and how frequently are they used in Creative Arts lessons?
2. How do audio-visual aids affect students' creativity, participation, and comprehension in Creative Arts

2. REVIEW OF RELATED LITERATURE

The Role of Creative Arts Education in Child Development

Creative Arts education plays a significant role in the holistic development of children, especially in the early stages of learning. It helps to nurture creativity, imagination, critical thinking, and problem-solving skills. Through activities such as drawing, painting, music, drama, and dance, children are able to express their emotions, ideas, and experiences freely, which contributes to their emotional and intellectual growth (Guihot-Balcombe, 2022).

According to Gibson and Ewing (2020), Creative Arts education provides opportunities for learners to develop fine motor skills, improve communication abilities, and enhance social interaction. It fosters collaboration and teamwork, especially when learners engage in group performances or creative projects. These activities not only build their artistic talents but also promote self-confidence and a sense of accomplishment.

In addition, Creative Arts education is essential for developing learners' cognitive and emotional skills. It allows children to explore, experiment, and innovate, thereby enhancing their critical thinking and decision-making abilities (Esnard & Mohammed, 2019). The process of creating art involves planning, organizing ideas, and evaluating outcomes, all of which are vital skills for academic and personal success.

The Use of Audio-Visual Aids in Enhancing Learning

Audio-visual aids have become integral to modern education, revolutionizing the way information is conveyed and absorbed (Majeed & Ahmad, 2025). These tools, which include multimedia presentations, videos, animations, charts, and sound clips, offer a multi-sensory approach to learning by combining visual and auditory elements. Their use in classrooms has been widely recognized for enhancing comprehension, engagement, and retention among learners.

Enhancing Comprehension

One of the primary benefits of audio-visual aids is their ability to simplify complex concepts and make abstract ideas more accessible. Visual aids such as diagrams, charts, and animations provide learners with clear representations of information, enabling them to grasp difficult concepts with greater ease (Alabi, 2024). For example, in science education, animations of molecular interactions or chemical reactions can help students visualize processes that are otherwise challenging to understand through text alone. Similarly, audio aids, including recorded lectures and podcasts, reinforce learning by providing auditory explanations that complement visual materials.

Promoting Engagement

Audio-visual aids are effective in capturing students' attention and stimulating their curiosity. Interactive tools such as educational videos, virtual reality simulations, and multimedia presentations create dynamic learning environments that encourage active participation (Artal-Sevil et al., 2018). Research has shown that students exposed to audio-visual stimuli are more likely to engage with the content, fostering critical thinking and analytical skills (Artal-Sevil et al., 2018). For instance, the use of videos in literature classes to depict scenes from novels can enhance students' understanding of themes and characters while keeping them actively involved in the learning process.

Catering to Diverse Learning Styles

Another advantage of audio-visual aids is their ability to accommodate different learning styles. Visual learners benefit from charts, graphs, and images, while auditory learners gain from sound clips and verbal explanations (Alabi, 2024). By integrating both visual and auditory elements, educators can create inclusive learning experiences that cater to a broader range of students. This multi-sensory approach not only improves comprehension but also ensures that learners with varying preferences and abilities can access and benefit from the material.

Improving Retention

Studies have demonstrated that audio-visual aids significantly enhance memory retention. The combination of visual and auditory stimuli creates stronger cognitive associations, making it easier for learners to recall information (Xie et al., 2019). For example, students who watch a video demonstration of a scientific experiment are more likely to remember the steps and outcomes compared to those who read about it in a textbook. This improved retention is particularly valuable in subjects that require the application of knowledge, such as mathematics and science.

Studies on the Effectiveness of Audio-Visual Learning in Arts Education

A study conducted by Yakub (2020) in Nigerian primary schools examined the impact of audio-visual materials on students' learning of Fine Arts. The study found that students taught with the aid of visual materials such as charts, diagrams, and video demonstrations performed significantly better in creativity tests compared to those taught through traditional methods. The findings indicated that Audio- Visual Aids (AVAs) facilitated better comprehension and retention of artistic concepts.

Similarly, Omoniwa & Emmanuel (2019) investigated the use of audio-visual resources in teaching Creative Arts in selected schools in Kaduna State, Nigeria. The study reported that the use of AVAs not only enhanced students' motivation but also improved their practical skills in drawing and painting. The authors concluded that AVAs created a more engaging learning environment and stimulated students' artistic expression.

Challenges and Opportunities in Using Audio- Visual Aids (AVAs) in Primary Schools

In a study by Obosu (2023) on public basic schools in Ghana, the researchers discovered that limited access to audio-visual equipment, inadequate teacher training, and unstable electricity supply were major challenges to the use of AVAs in teaching Creative Arts. However, they also noted that when available, AVAs increased students' participation and creativity in class activities.

Another study by Adegunju (2023) conducted in Nigerian primary schools identified similar challenges, including the high cost of purchasing AV materials and the lack of technical knowledge among teachers. Nevertheless, the study recognized opportunities for professional development and capacity building programs for teachers to improve their competence in using AVAs effectively.

Intervention-Based Research on AVAs and Student Engagement

In an experimental study by Muhammad-Jamiu (2023), the researchers introduced audio-visual instructional materials in selected primary schools in Kwara State, Nigeria. Their findings revealed that students exposed to AVAs displayed higher levels of engagement, concentration, and creativity compared to students in the control group who were taught using traditional methods.

Likewise, a study by Shah (2025) implemented a project-based learning strategy using AVAs in the teaching of Creative Arts in Nigerian primary schools. The results showed that students became more active, collaborative, and interested in lessons. The researchers concluded that the use of AVAs enhanced the learning experience and provided a platform for learners to express their creative talents effectively.

3. METHODOLOGY

Research Design

The study adopted an action research design to explore the use of audio-visual aids in promoting Creative Arts education at St. Monica's Primary School. According to Johnson, (2020), action research is a reflective process of progressive problem-solving carried out by teachers or researchers to improve educational practices and outcomes within a specific setting. It is particularly suitable for classroom-based inquiries where the aim is to implement change and assess its effectiveness.

The action research design was chosen because it allowed the researcher to actively engage with the teaching and learning process, introduce audio-visual aids, and assess their impact on pupils' participation, creativity, and understanding of Creative Arts concepts. The cyclical nature of action research, which includes planning, acting, observing, and reflecting, enabled continuous improvement throughout the study.

Population

The population for this study comprised all learners and teachers at St. Monica's Primary School. This included all 1005 learners both lower and upper primary classes where Creative Arts is taught as part of the school curriculum. The target population was the Basic 1 learners and they were selected because they are directly involved in the teaching and learning of Creative Arts and were at the critical and foundational stage of their lives where processing abstract information is difficult and therefore in the best position to provide relevant information on the impact of audio-visual aids in the classroom.

Sample and Sampling Procedure

According to Lakens (2022), a sample is a portion of a population selected for study, representing the larger group. A sampling procedure refers to the technique used to choose individuals from the population to be part of the sample.

For this study, the sample consisted of 47 Basic 1 learners from St. Monica's Primary School. These learners were selected because they actively participated in Creative Arts lessons and were the target group for the intervention involving audio-visual aids.

The study used a purposive sampling technique, where participants were intentionally chosen based on their relevance to the research topic. Basic one learners were selected because they represented an early stage in formal education, where visual and practical learning strategies like audio-visual aids can significantly influence creativity and understanding.

This sampling method allowed the researchers to gather data from a group that was directly involved in Creative Arts education, making the findings more focused and meaningful to the study's objectives.

Research Instruments

According to Sukmawati (2023), a research instrument is any tool used to systematically collect and analyse data relevant to a study. For this action research, two key instruments: observation and tests, were used to address the study's objectives.

Observation

Observation was employed to assess the current methods used in teaching Creative Arts at St. Monica's Primary School and to investigate the impact of audio-visual aids on students' engagement, creativity, and understanding. The researchers used an observation checklist to monitor teaching strategies, pupil involvement, and the use (or lack) of visual materials in regular lessons. After introducing audio-visual aids, further observations were conducted to note any improvements in attention, participation, and creative expression among pupils.

Test

To analyse the effectiveness of audio-visual learning tools, pre-tests and post-tests were administered. The pre-test was given before the introduction of audio-visual aids to establish a baseline of learners' understanding and performance in Creative Arts. After the intervention, a post-test was conducted to measure any academic improvements. The comparison between pre-test and post-test results helped determine whether the use of audio-visual aids led to better learning outcomes.

These instruments provided both qualitative and quantitative data, allowing for a well-rounded assessment of how audio-visual aids influenced teaching practices and learning in the Creative Arts classroom.

Data Collection Procedure

The data collection for this action research was carried out in three main phases: pre-intervention, intervention, and post-intervention. This structure allowed the researcher to gather relevant data to assess existing teaching methods, introduce audio-visual aids, and evaluate their effectiveness in Creative Arts education at St. Monica's Primary School.

Pre-Intervention Phase

In the pre-intervention phase, the researcher conducted classroom observations to assess the existing methods used in teaching Creative Arts. An observation checklist was used to record teacher strategies, Learner engagement levels, and the use of any teaching aids. In addition, a pre-test was administered to the 47 Basic 1 Learners to evaluate their initial understanding and creative performance in Creative Arts topics. This phase provided a baseline for comparison with post-intervention results.

Intervention Phase

During the intervention phase, the researcher introduced audio-visual aids into Creative Arts lessons. These included tools such as videos, pictures, charts, and real objects relevant to the topics being taught. Lessons were planned and delivered using these aids over a specific period, allowing learners to interact with and learn through visual and auditory stimuli. The researcher continued to observe and record changes in learner participation, creativity, and enthusiasm during this phase.

Post-Intervention Phase

In the post-intervention phase, another round of classroom observations was conducted to assess any notable changes in teaching practices and learner behaviour. A post-test was also administered to the same group of learners to determine improvements in their understanding and performance. The results from the pre-test and post-test were later analysed to measure the effectiveness of audio-visual aids in enhancing learning outcomes.

Data Processing and Analysis

The collected data were organised and grouped according to the research purpose and questions. Using Microsoft Excel data from the test scores were analysed. Descriptive statistics, such as frequency, and their corresponding percentages, were computed to summarize the pupils' characteristics, and pre- and post-test scores. Inferential statistics, such as one sample t-test was used to compare the effectiveness of the intervention.

Presentation and Discussions

Background information of Learners

This section relates to the background information of the learners who took the test and were subjected to the intervention. Demographics variables for the learners include gender and age-range of the learners. Table 1 and 2 presents these variables of the respondents.

Table 1: Distribution of respondents by Sex

Sex	Frequency	Percentage (%)
Male	18	38.30
Female	29	61.70
Total	47	100.00

Source: Researchers (2025)

Table 1 displays the distribution of respondents by sex among a total of 47 participants. The results indicate that 61.70% of the respondents are female, while 38.30% are male. This data reveals a higher representation of females in the sample, highlighting a gender imbalance in the respondent population.

Table 2: Distribution of respondents by Age – range

Age	Frequency	Percentage (%)
5 - 6 years	28	59.57
7 – 8 years	19	40.43
Total	47	100.00

Source: Researchers (2025)

Table 2 presents the distribution of respondents by age range among a total of 47 participants. The majority, accounting for 59.57%, fall within the 5 to 6 years age range, indicating a significant representation of younger children. Meanwhile, 40.43% of the respondents are aged 7 to 8 years. This distribution highlights a predominance of younger children in the sample while still including a notable proportion of slightly older participants.

What types of audio-visual aids are available and how frequently are they used in Creative Arts lessons?

In observing the Creative Arts education among the 47 Basic 1 learners at St. Monica's Primary School, several types of audio-visual aids were available and their frequency of use in lessons was noted.

The types of audio-visual aids included videos, slideshows, and pictures. Teachers frequently used videos to demonstrate artistic techniques, such as painting and sculpting. This method not only captured the pupils' attention but also provided clear visual representations of the processes involved in creating art. The videos were used in nearly every lesson, allowing learners to visualize concepts that might have been challenging to grasp through verbal instructions alone.

Slideshows were also utilized regularly, presenting step-by-step guides and examples of different art styles. These aids enhanced comprehension by breaking down complex ideas into manageable segments, making it easier for young learners to follow along. The slideshows were typically integrated into lessons at least once a week, helping to reinforce the material covered.

Additionally, pictures of famous artworks and artists were displayed in the classroom to inspire pupils and provide context for their projects. These visual aids were used frequently, serving as discussion points during lessons and encouraging pupils to express their thoughts and interpretations.

Overall, the availability and frequent use of these audio-visual aids significantly enriched the Creative Arts lessons, fostering a more engaging and effective learning environment for the Basic 1 learners at St. Monica's Primary School. The integration of these tools aligned with the literature, which emphasizes the positive impact of audio-visual aids on learner comprehension and engagement (Majeed & Ahmad, 2025).

How do audio-visual aids affect learners' creativity, participation, and comprehension in Creative Arts?

To analyze how audio-visual aids affect learners' creativity, participation, and comprehension in Creative Arts using frequencies and percentages. Table 3, 4 and 5 show a comparison of the various tests conducted.

Table 3: Pre-Test Results for Creativity, Participation, and Comprehension

Score Range	Creativity	Participation	Comprehension
0–39	10 (21.28%)	12 (25.53%)	15 (31.91%)
40–59	20 (42.55%)	18 (38.30%)	20 (42.55%)
60–79	15 (31.91%)	15 (31.91%)	10 (21.28%)
80–100	2 (4.26%)	2 (4.26%)	2 (4.26%)

Source: Researchers (2025)

Prior to the intervention, learners demonstrated generally low performance across creativity, participation, and comprehension. The majority of scores clustered within the lower bands, with over 60% of learners scoring below 60 in both creativity and participation, and an even higher 74.46% falling below that threshold in comprehension. These figures suggest that foundational understanding and engagement were limited at the outset.

Creativity scores were slightly more evenly distributed, with 31.91% of learners achieving mid-range scores (60–79), indicating some potential for idea generation and imaginative thinking. Participation mirrored this pattern, with the same proportion of learners engaging at a moderate level. However, comprehension lagged behind, with only 21.28% reaching the 60–79 range pointing to a more pronounced gap in learners' ability to process and understand instructional content.

At the highest performance level (80–100), only 4.26% of learners reached this band in any of the three domains. This minimal representation underscores the need for targeted, context-sensitive instructional strategies to elevate learner outcomes, particularly in comprehension where the gap was most evident.

Overall, the pre-test data paints a clear picture of the challenges faced in the classroom: limited mastery, uneven engagement, and a pressing need for interventions that build both cognitive and participatory capacities. These findings provide a strong foundation for designing responsive, hands-on learning experiences tailored to the realities of under-resourced school contexts.

Table 4: Post-Test Results for Creativity, Participation, and Comprehension

Score Range	Creativity	Participation	Comprehension
0–39	2 (4.26%)	1 (2.13%)	3 (6.38%)
40–59	5 (10.64%)	3 (6.38%)	7 (14.89%)
60–79	15 (31.91%)	10 (21.28%)	15 (31.91%)
80–100	25 (53.19%)	33 (70.21%)	22 (46.81%)

Source: Researchers (2025)

Following the intervention, learner performance showed a marked improvement across all three domains: creativity, participation, and comprehension. The most striking shift was the substantial increase in high-level achievement: over half of the learners scored within the 80–100 range for creativity (53.19%), and even more did so for participation (70.21%). Comprehension also saw a notable rise, with 46.81% of learners reaching the top band. This upward movement suggests that the instructional strategies employed were effective in fostering deeper understanding, active engagement, and creative expression.

Mid-range scores (60–79) remained stable for creativity and comprehension at 31.91%, while participation saw a slight dip to 21.28%. This may reflect a redistribution of scores upward, as more learners transitioned from moderate to high performance levels. Meanwhile, the proportion of learners scoring below 60 dropped sharply across all domains. Only 14.9% scored below 60 in comprehension, compared to 74.46% in the pre-test. Creativity and participation followed similar patterns, with low scores reduced to 14.9% and 8.51%, respectively.

These results highlight the positive impact of the intervention, particularly in enhancing learner participation and comprehension areas that were previously underperforming. The data suggests that learners not only became more engaged but also demonstrated stronger grasp of content and more confident creative output.

Table 5: Comparison of pre-test and post-test results for creativity, participation, and comprehension

Score Range	Pre-Test Creativity	Pre-Test Participation	Pre-Test Comprehension	Post-Test Creativity	Post-Test Participation	Post-Test Comprehension
0-39	10 (21.28%)	12 (25.53%)	15 (31.91%)	2 (4.26%)	1 (2.13%)	3 (6.38%)
40-59	20 (42.55%)	18 (38.30%)	20 (42.55%)	5 (10.64%)	3 (6.38%)	7 (14.89%)
60-79	15 (31.91%)	15 (31.91%)	10 (21.28%)	15 (31.91%)	10 (21.28%)	15 (31.91%)
80-100	2 (4.26%)	2 (4.26%)	2 (4.26%)	25 (53.19%)	33 (70.21%)	22 (46.81%)

Source: Researchers (2025)

Pre-test results revealed that a significant number of Basic 1 pupils struggled with key components of Creative Arts education. For creativity, 42.55% scored between 40–59, indicating moderate artistic ability, while 31.91% fell within the 60–79 range, suggesting emerging potential. Participation rates were noticeably low, with 25.53% scoring below 40, pointing to minimal engagement in classroom activities. Comprehension showed similar patterns, with 42.55% of pupils scoring between 40–59, reflecting partial understanding of artistic concepts.

After audio-visual aids were introduced into instruction, post-test scores demonstrated considerable improvements. Creativity scores rose sharply, with 53.19% of pupils achieving 80–100, representing a high level of creative expression. Participation increased dramatically, with 70.21% scoring in the top bracket, indicating significant growth in learner involvement. Comprehension also improved, as 46.81% of pupils scored between 80–100, suggesting greater clarity and retention of artistic themes.

These figures strongly support the positive impact of audio-visual aids on pupils' performance in Creative Arts. The shift in scores suggests that learners responded well to multimedia tools that offered more concrete, interactive, and engaging learning experiences. Pupils appeared more motivated, expressive, and confident in their abilities, marking a notable shift in classroom dynamics.

In summary, the integration of audio-visual aids led to measurable gains in creativity, participation, and comprehension among pupils. The data underscores the value of such tools in enriching the Creative Arts learning environment and enhancing student outcomes.

Availability and frequency of types of audio-visual aids used in Creative Arts lessons.

At St. Monica's Primary School, the integration of audio-visual aids into Creative Arts instruction for Basic one learners marked a significant shift toward more engaging and effective pedagogy. Among the 47 pupils observed, tools such as videos, slideshows, and pictures were consistently employed to enrich lesson delivery and deepen artistic understanding.

Videos were the most frequently used resource, appearing in nearly every lesson. These clips demonstrated artistic techniques like painting and sculpturing , offering learners clear, dynamic representations of creative processes. This aligns with Majeed and Ahmad (2025), who emphasize that videos simplify abstract concepts and foster learner engagement by combining visual and auditory stimuli. The repeated use of videos allowed pupils to visualize techniques that would otherwise be difficult to grasp through verbal instruction alone, thereby enhancing both comprehension and creative confidence.

Slideshows were also regularly incorporated, typically once a week, to present step-by-step guides and examples of various art styles. These structured visual sequences helped break down complex ideas into manageable segments, supporting young learners in following along with ease. As noted by Arsyad et al. (2024), such multimedia presentations improve understanding by pacing information and reinforcing key concepts through visual scaffolding.

Pictures of famous artworks and artists were displayed throughout the classroom, serving as both inspirational prompts and discussion starters. These visual aids encouraged pupils to interpret artistic themes and express their thoughts, fostering critical thinking and emotional engagement. Guihot-Balcombe (2022) underscores the role of visual stimuli in nurturing imagination and self-expression an effect clearly observed as pupils became more vocal and reflective during lessons.

The consistent use of these audio-visual tools created a vibrant, inclusive learning environment. learners were no longer passive recipients of chalk-and-talk instruction; they became active participants; observing, questioning, experimenting,

and expressing. This transformation resonates with the Constructivist Theory proposed by Piaget, which posits that learners build knowledge through experience and interaction (Zajda & Zajda, 2021). By offering multisensory exposure, the audio-visual aids provided concrete learning moments that helped pupils connect prior understanding with new artistic concepts.

Moreover, the integration of these tools catered to diverse learning styles, as highlighted by Gardner's Theory of Multiple Intelligences (Garavito, 2024). Visual-spatial and musical learners, in particular, benefited from the varied formats, which allowed them to engage with content in ways that aligned with their strengths.

Conclusively, the observed practices at St. Monica's Primary School reflect a thoughtful and effective application of audio-visual aids in Creative Arts education. Supported by contemporary literature and theoretical frameworks, these tools enhanced comprehension, participation, and creativity among Basic 1 pupils. Their use exemplifies best practices in early childhood pedagogy and offers a replicable model for similar low-resource educational contexts.

How audio-visual aids affect students' creativity, participation, and comprehension in Creative Arts.

Pre-test observations revealed considerable challenges among pupils in creativity, participation, and comprehension during Creative Arts lessons. Most learners showed only moderate artistic ability, minimal classroom engagement, and difficulty grasping key concepts. Following the integration of audio-visual aids, post-test findings indicated marked improvements. Learners demonstrated enhanced creative expression, greater involvement in class activities, and deeper understanding of artistic themes.

These outcomes affirm the effectiveness of audio-visual tools in stimulating student engagement and comprehension, echoing the assertions of Majeed and Ahmad (2025) that such aids transform learning by merging visual and auditory stimuli. Alabi (2024) emphasizes that visual materials enrich understanding by accommodating diverse learning styles—an insight supported by the notable rise in learner engagement observed in this study.

The results also align with Piaget's Constructivist Theory, as outlined by Zajda & Zajda (2021), which posits that learners build knowledge through interactive experiences. By offering multisensory exposure, audio-visual aids created concrete learning moments that allowed pupils to connect prior understanding with new artistic concepts. This fostered both cognitive and emotional engagement with the subject matter.

Moreover, Guihot-Balcombe (2022) highlights the role of Creative Arts in nurturing self-expression and holistic development. The study reflected this, as pupils became not only more imaginative but also more confident in their creative output.

4. CONCLUSIONS

The study on the impact of audio-visual aids in Creative Arts education among Basic One Learners at St. Monica's Primary School revealed several significant findings. Firstly, the introduction of audio-visual tools demonstrated a profound positive effect on learners' creativity, participation, and comprehension. The data indicated a substantial increase in creativity scores, with over half of the pupils achieving high marks in their post-test assessments. This suggests that audio-visual aids effectively enhanced learners' ability to express themselves artistically.

Moreover, the significant rise in participation levels highlighted the engaging nature of these tools. With a majority of learners actively participating in lessons following the introduction of audio-visual aids, the study underscored the importance of creating dynamic and interactive learning environments. This aligns with existing literature, which emphasizes the benefits of multi-sensory learning approaches in fostering learner engagement and understanding.

The improvement in comprehension scores further illustrates that audio-visual aids play a critical role in simplifying complex concepts and making them more accessible to young learners. By catering to diverse learning styles, these aids not only enhanced understanding but also promoted a deeper connection to the material being taught.

Additionally, the findings corroborate the notion that Creative Arts education allows children to express their emotions and ideas freely. The positive correlation between the use of audio-visual aids and increased creativity suggests that these tools foster an environment conducive to self-expression and emotional development.

In Summary, the study affirms the effectiveness of audio-visual aids in enhancing the educational experience in Creative Arts for Basic One Learners. It highlights the need for continued integration of such tools in teaching practices to support holistic development, creativity, and engagement among young learners. Future research could explore long-term impacts and the potential for audio-visual aids in other subject areas to further enrich the educational landscape.

5. RECOMMENDATIONS

Based on the findings and observations, the following recommendations were drawn:

1. St Monica's Primary School should incorporate audio-visual aids consistently in Creative Arts lessons. This practice can enhance learner engagement, creativity, and comprehension, making learning more dynamic and accessible for young learners.
2. Professional development programs should be established to train St Monica's Primary School teachers in how to effectively used audio-visual aids. This training can empower educators to create engaging lessons that cater to various learning styles, ultimately improving learner outcomes.
3. St Monica's Primary School should create a resource library of high-quality audio-visual materials specific to Creative Arts education. This library would provide teachers with easy access to tools that can enrich their lessons and inspire learners.
4. The school should Implement group projects that utilize audio-visual aids, allowing learners to collaborate and share ideas. This approach fosters teamwork, enhances participation, and provides opportunities for peer learning, further developing creativity and social skills.
5. Future research should focus on the long-term impact of audio-visual aids on learners' learning in Creative Arts and other subjects. Conducting longitudinal studies can provide insights into the sustained benefits of these tools and inform teaching practices across the curriculum.

Suggestions for Further Research

Relating to the topic of current study, future research areas have been recommended.

1. The Impact of Teacher Training on the Effective Integration of Audio-Visual Aids in Creative Arts Education: A Longitudinal Study.
2. Exploring Collaborative Learning through Audio-Visual Aids in Primary Education: Effects on Creativity and Social Skills Development.

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