

AUDIO-VISUAL RESOURCES AVAILABILITY AND USE FOR LIBRARY SERVICES IN ENUGU STATE COLLEGE OF EDUCATION (TECHNICAL), ENUGU STATE, NIGERIA.

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Abstract

This study surveyed the audio-visual resources availability and their use for library services in Enugu State college of education(Technical), Enugu State. A total of 50 respondents, comprising male and female librarians, lecturers and students, were selected from Enugu State College of Education (Technical), Enugu State, Nigeria, using Random Sample technique. Data were collected through face to face questionnaire. Findings revealed that students had no access to AV resources, no adequate time for training while respondents were of the opinion that AVR has a significant effect on teaching and learning. Findings also revealed that the major obstacle faced in Enugu State College Education Technical, Enugu State (ESCET), lack of subject specialist as well as few numbers of professional staff, monitoring, irregular supply of electricity and lack of adequate funding to purchase the audio visual materials, some recommendations are proper audio visual management should be practiced to guide the acquisition and selection, employ more skilled personals, improve electric power supply and provision of Adequate fund by the Government.

Keywords: *Audio, Visual, Multimedia, Resources, Library, Teaching*

INTRODUCTION

The terms non-print, non-book and audiovisual materials /resources are used interchangeably in librarianship. In lines with this statement Nathan (2010) stated that audiovisual materials are usually described as “non-print documents”, in the sense also been called “non-book” or “special formats” and sometimes require equipment to use. It is for this reason that audiovisual materials are sometimes classified into

two groups – “projected materials” and non- projected materials”. Audiovisual materials include sound recordings, film and video, graphic materials, three dimensional objects, maps, and microforms etc. An ever-increasing amount of information – covering educational and recreational interests as well as information needs – is being produced in a wide range of audiovisual and electronic formats (CDs & DVD).

Access to these materials should be as open and as free as access to print-based materials. Audiovisual media are part of our cultural heritage, carrying a huge amount of information that needs to be preserved for future use. The rich variety of media expressions in society should be reflected in the services offered to users by the libraries. (Ekaette, 2004).

Swank (2011) defines a library as an institution that manages the intellectual products that individual can gain access readily. Iyanda and Salawu (2006), on the other hand, see library as a building, an instructional and self-development centre, which operates as an integral part of the entire school environment.

Popoola and Haliso (2009) define library information resources as those information bearing materials. That is in both printed and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms e.t.c. These information materials are the raw materials that libraries acquire, catalogue, stock, and make available to their patrons, as well as use to provide various other services.

The rich variety of media expressions in society should be reflected in the services offered to users by the libraries. Students and teachers can also watch live streaming and recorded TV programs online by use of eTV. Users

can access the library collection(s) during opening hours.

Librarians, as information providers, should be concerned with the provision of information in the formats most suited to the differing needs of various types of user, each of which must be clearly differentiated.

A library exists to serve its community and consequently the needs of all members of that community must be accommodated, the old and the young, the able and the disabled, the gifted and the backward members of the society. In developing countries the provision of audiovisual materials and their associated equipment might be regarded as of greater importance than the printed word because the level of literacy is such that oral and visual expressions are essential for the purposes of communication. The need for still images, films and sound on the more traditional non-electronic audiovisual carriers still exists alongside the growing possibilities of the Internet.

The gains in audio-visual resources in the teaching/learning processes must be consolidated. The advent of computer assisted instruction (CAI) and educational games has further emphasized the primary function of audio/visual resources, which is to improve the efficiency and effectiveness of the teaching and learning process. Education, according to Adebisi (2005), is "the process of



training and learning to improve knowledge and develop skills. Every nation needs to develop its human and natural resources for the full benefit of its citizens. The value of audiovisual materials was perhaps clearly stated by the International Federation of Library Associations and institutions (2003) cited in Nathan (2010) asserted that: In no circumstances should audiovisual (AV) materials be regarded as additional luxury materials but rather they should be considered as necessary components in a fully integrated library service. This cannot be attained without functional education, for the knowledge and skills require to do this would be realized through effective teaching, learning, and training backed up with sound information through audio-visual resources.

Educational research indicates that students remember only ten percent of what they read, twenty percent of what they hear, but then fifty percent of what they see and hear. Nwaboku (2000) sees audio-visual resources as a means of making messages or topics clearer to the learner and improving the effectiveness of the learning process.

However, a teacher's success in getting the learners to a desired level hinges largely on his ability to communicate his intentions and the extent to which learners are more involved during the period and after the period of instruction. He also added that just as the teacher uses a number of devices

to enhance the efficiency and expertise of his lectures in terms of producing the desired effects on the learners, so would learners in turn use a number of devices (such as ears and eyes) in order to successfully and maximally achieve the objectives of the teacher's messages.

The library also provides facilities for students to watch video and DVDs, listen to sound recording and view microfiches and microfilms.

Multimedia and computer based information have contributed to a great explosion of audiovisual materials in libraries. Almost every library user or visitor is a potential user of audiovisual and multimedia materials as well as of print. Libraries are in a hybrid situation, as they have to deal with all sorts of material, including print, audiovisual, electronic (including Internet) and multimedia. These items are not only for the education, enjoyment, and entertainment of the tertiary institutions library but also serve as a place for students to do independent work, use computers, audiovisual resources; to host special events and book clubs; research, teaching and for learning. The importance of audio-visual resources in the educational process is quite evident (Iyamu and Aduwa, 2004).

Availability of Audio-Visual in Libraries

The audio-visual resources have their unique roles to play in teaching and

learning situation and so must be made readily available and accessible especially at the resource centers like library. Chambers English dictionary defined the words 'available' in this research work' to mean the state of being physically present, within easy reach of users. It also refers to information resources that are within the reach of users for their use, while accessibility refers to resources being effectively and independently reached and utilized. The distinction between these two terms availability and accessibility is that the former refers to the provision of the resources and the other the ability of access to get to them. Instructional resources for the classroom are available in a variety of sources. In line with the provision of education services as outlined in the National Policy on Education, the federal and State government have established several educational audiovisual centres. They are responsible for the provision/procurement and distribution of educational media to schools said (Adewoyin, 2007). For example, the curriculum development centre, Enugu produces maps and graphs for schools in its graphic arts section and builds learning aids and games from wood in its woodwork division. The centre also has a good number of overhead and sound projectors as well as a stock of sound films which are loaned generally to schools (Idowu and Mabawonku, 1999). Fawole (2004) pointed out that many states and local government in the country have

benefited from the National Educational Technology Centre training programmes. The centre also produces educational (Radio and Television) programmes for schools and colleges. Some of these programmes are for the environment of classroom lesson with the assistance of the teachers, while some are self-instructional in nature. Some foreign bodies and organizations have also played important roles in the provision of educational resources in schools. The British council provided many of education services in the country. Two of its contributions in the areas of education resources are in the provision of children's resources libraries and the free loan of hundreds of sound films on a variety of school subjects, the major users of these films are secondary schools. The United Nations Education Scientific and Cultural Organization (UNESCO), the united state agency of international (USAID) United Development Programme (UNDP), among others, have immensely contributed in diverse ways in the provision of instructional resources in Nigeria. While some have helped to set up micro teaching and language laboratories in some institutions of higher learning, others have helped some states to setup resources centers.

Statement of the Problem

The proliferation of audiovisual materials has presented another problem on academic performances of users in Enugu State College of Education Technical.



Audio visual materials are acquired to supplement printed materials already possess in academic Library in order to have wide range of information for users.

Purpose of the Study

This study was designed to assess the availability and use of audio-visual resources in Enugu State College of Education Technical (ESCET). In specific terms, the study examined, The availability of audio - visual resources in Enugu State college of education technical.

Ways by which these resources are made accessible to staff and students. The problems militating against the availability and use of these resources. And the possible ways by which the hindrances can be alleviated.

Significance of the Study

It is hoped that the findings of this study will go a long way to reveal the actual state of audio-visual resources in the Enugu State college of education technical.. The result could serve as an eye opener to both the government and nongovernmental organization that can be involved in solving problems that may be identified militating against the effective and efficient utilization of the resources. Furthermore, the educational technologists, libraries and resources centers would be sensitized to the need to engage in improvisation and production of these resources for the colleges they are situated. Finally, it

may indicate the scope for further studies in the area.

Research Questions

This research is guided by four research questions, which are based on the purpose of the study. They are as follows.

What are the audio - visual resources available in the colleges of education?
In what ways are these resources made accessible to staff and students?

What are the likely factors hindering the effective use of audio-visual resources in teacher education institutions sampled?

What are the ways by which the hindrances can be alleviated?

Research Design

Descriptive research design was used. The information gathered was used to find out the availability and use of Audio - visual resources in the institutions under study, the response to the questionnaire were rated as follows: strongly Agree (S.A), Agree (A) Disagree (D) and Strongly Disagree (SD).

Population and sample techniques
Random sample technique was used. The total population for this study was 50 . This was made up of male and female college librarians, lecturers and students.

Instrumentation for Data Collection

The researcher made use of questionnaires to draw out facts on the audio-visual availability. Method of data analysis Simple frequencies and percentages were used. The results of each of the four research questions

are also indicated. Four major research questions (RQ) were drawn: research question one (RQ1) was for the college librarians. Research questions Two (RQ2, RQ3, RQ4) were for the lecturers/Teachers.

Discussion

Research question one: (RQ1)

The research question one contains ten general questions for the librarians (Table 1)

No	Content	SA	A	SD	D
1	Audio – visual resources is adequate for teaching process in my school	8	2	3	2
2	The audio-visual resources are made accessible to both staff and students.	9	3	2	1
3	Introduction of audio-visual resources has significantly affected the teaching and learning process	8	3	3	1
4	Poor funding and negative attitude has greatly hinders the regular use of audio-visual resources in my school	11	3	1	0
5	I’m responsible for audio-visual sources acquisition in my school	2	7	4	2
6	Organization of the AV resources is effective enough for easy retrieval	6	4	2	3
7	The seating capacity of this unit is adequately enough for students	7	5	2	1
8	Library staff participated in workshop, seminar on audio-visual resources regularly.	9	4	1	1
9	Time allocation for training and usage of these resources is adequate	7	3	3	2
10	My library has a separate audio-visual resources unit	6	4	2	3

**(Table 2) Research Question 2 (RQ2)**

Responses of students to some questions,

No	Content	SA	A	SD	D
1	Some visual materials such as (video camera, chart, picture, photograph, video, TV) as always by my lectures.	6	4	3	2
2	Some of my lectures usually use audio equipment such as Radio Tape recorder smart board, computers, CDs to lecture.	7	3	2	3
3	Graphic materials like models, sculpture, lettering aids, plastics triangle cutting tools are constantly used by lecturers.	7	3	2	3
4	Majority of my lecturers make use of computer with internet facility when lecturing.	5	4	4	3
5	The following facilities graphic studio, laboratory, computer room, storage room, photographic dark rooms are available in my college	8	3	2	2

(Table 3) Research Question 3 (RQ3)

Factors hindering the effective use of audio-visual resources in teacher education institutions,

No	Content	SA	A	SD	D
1	There is inadequate funding of Audio-visual resources.	7	3	3	2
2	Lack of monitoring bodies within and outside school to monitor the use of Audio-visual resources.	8	4	2	1
3	Most of the lecturers do not possess the required skill to use Audio-visual resources.	9	2	3	1
4	Educational planners give little attention to the used of Audio-Visual resources.	8	3	2	2
5	Irregular supply of electricity to operate modern A-V resources.	9	3	1	1

(Table 4) Research Question 4 (RQ4)

Mean Analysis on the ways by which the hindrances can be alleviated

No	Content	SA	A	SD	D
1	Adequate funding be made available through government, NGOs and private individual.	9	4	1	1
2	The use of A-V be strictly monitored by monitoring bodies.	6	4	2	3
3	On the Job training, seminars, workshop and conferences he organize and sponsored.	7	5	2	1
4	More attention be given to the use of A-V resources by the educational planners.	7	3	2	3
5	Adequate and regular power supply be made available for constant use and preservation of these resources.	8	2	3	2

Conclusion

Research question one (1) was a general question directed to the heads of resource center/ Librarians. Findings show that all the librarians were not given opportunity to acquire Audio -visual Resources directly. Research also showed that the college of education sample lack A-V seating capacity for students. This study indicated that the Institutions had little time for training and usage of Audio -visual Resources. The Librarian claimed to have a separate place for Audio visual Resources in their library. This may be due to better funding.

Research Question two (RQ2) is on the uses of A-V Resources in Schools. The questions were for the teachers. All the lectures from ESCET agreed that the use of A-V Resources is necessary to enhance academic performance of students. Research Question three (RQ3) is on perception of the use of A-V. Resources do not

have any significant relationship with teaching/learning process of learners. Research Question Four (RQ4) is on provision of A-V Resources to be included in Teacher Education Curriculum for Teachers. Research Question five (RQ is on hindrances to the use of AVR in ESCET for the lectures. While the research findings also showed that education planners do not give enough attention to the use of AV resources. Irregular supply of electricity to operate modern AV resources is a great hindrance in all the three institutions. Research Question Six (RQ4) revealed that Audio Visual Resources were not adequately used in ESCET

Recommendations and Conclusion.

The usefulness of media depends on what the library provides and on the part of the teachers, what he makes out of them (Nwalo, 2000). This demands that the Audiovisual librarian



and the teacher must have the basic knowledge and skill necessary to make the fullest use of the materials. The provision of the right type of the media and the intelligent handling of them during the lesson is essential before they can contribute meaningfully to teaching and the learning process.

Librarians should be aware of the potential of audiovisual and multimedia formats as resource materials and include them in their collections because they contain textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms e.t.c.

Audiovisual or non- print materials play a vital role in the preservation of cultural heritage, but they are very often neglected. Librarians or information providers should be concerned with the provision of information in the formats most suited to the differing needs of various types of user, each of which must be clearly differentiated. Therefore, the study discussed issues on the uses and availability of audiovisual resources but some students are still lack behind and some management of institutions are not helping matter when it comes to creation of audiovisual unit or section. In lines with the findings the following recommendations were made to both institutions and others in Nigeria.

1. The management of Enugu State College of Education Technical,

Enugu State (ESCET), should try to put the audiovisual unit in good shape quickly for students benefit.

2. ESCET Management should try to makes space for audiovisual section in the main library. So that every student will makes use of audiovisual resources effectively.
3. Students should be trained and retrained for how to use audiovisual resources for academic purposes
4. Employment of more skilled personals for effective and efficient management
5. Proper audio visual management should be practiced to guide the acquisition and selection.
6. Improve electric power supply
- 7 Provision of Adequate fund by the Government.

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