

Full Length Research Paper

Audio-visual resources availability and use for library services among colleges of education in Lagos State Nigeria

Aina, J. Adebowale* and Adekanye, E. Ademola

Lagos State University (LASU) Library, Ojo Lagos Nigeria.

Accepted 10 September, 2013

The introduction of audio-visual resources (AVR) in teaching and learning has far reaching effect on the management and infrastructure facilities in libraries. The integration of both books and non-book materials into the library system will go a long way in providing necessary information to clientele. This study surveyed the audio-visual resources availability and use for library services among colleges of education in Lagos State. A total of 150 male respondents and female librarians, lecturers and students were selected from three colleges of education in Lagos State of Nigeria using Random sample technique. Data were collected through 20 items questionnaire. Findings revealed that apart from FCE, AOCOED and LACOPED 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 learning. Findings also revealed that the major obstacle faced is inadequate funding, skill, monitoring, irregular supply of electricity, non-provision of AV resources and attention of the government hindered the use of AV resources. Based on the result of the findings, the Federal Government of Nigeria should publish a position paper on provision of AV resources centers and to appoint professionals to man AVR centers. The centre should consist of departments like Graphics, Electronics, Audio-Visual unit, and be funded by federal and state government among other findings.

Key words: A-V resources, resource center, library services, information services, teaching and learning, colleges of education.

INTRODUCTION

The Government of Nigeria, recognizing the critical importance of education to the development of the nation, has been investing in education. Since independence both federal and state governments have invested over 30 to 40% of their annual budget to provide education at the primary, secondary and tertiary levels (Okolie, 2009). Educators have realized the value of audio/visual resources, not as a separate subject, or a teaching

project, but as an effective, vital method of teaching, providing for the presentation of knowledge through seeing and learning experience. 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.

Nigeria as a country today faces numerous challenges. Principal among these as put by Adebisi, (2005) is how to move its citizenry from the rank of dreamers to that of achievers, transforming the socio-political country called Nigeria from being a mere geographical expression into a real nation. To overcome this the federal government in the fourth edition of the National Policy on Education (NPE, 2004) found education as an instrument par excellence for responding to this all important challenge.

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. 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. The success of any education system largely depends on the quality of teaching and learning that takes place, which in turn depends on the level of efficiency and effectiveness of the teachers and their ability to use Audio-Visual resources effectively.

The National Commission on Colleges of Education (NCCE) as the supervisory body to colleges of education was established by decree No.3 of April 1989 as amended by Decree No 12 of 1993. This commission has its primary function of establishing institutions for Teacher-Education. The Nigerian Certificate in Education (NCE) is recognized as the minimum qualification for teachers. Colleges of Education have almost an exclusive mandate to produce NCE teachers for the school system. It is therefore mandatory for colleges of education programs to be well disposed, inculcating in the future teachers all the qualities that are necessary for effective and purposeful teaching and learning. Some of the points stressed by the guidelines in running colleges of education libraries are that:

- 1) The collections and services of college libraries are designed to meet the objectives and information requirements of the colleges of education.
- 2) It should give qualitative reference and information service for study, teaching needs of the community.
- 3) It thus can be inferred that the libraries are not only to be integral part of every learning activity taking place in the college but a living and active part of the whole effort towards the aims/objectives of teacher education (Adelani, 1999).

Educational research indicates that students remember only ten percent of that they have read, twenty percent of what they hear, but 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 effectiveness and efficiency of his message 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 that they may successfully and maximally achieve the objectives of the teacher's messages.

Audio-Visual Resources and Library information Services

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.

Audio-visual resources/materials 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. Non-printed materials are however, often referred to as audio-visual resources. They are the product of advanced technology, some of which require special equipment to operate. Non-printed resources can be grouped into three (that is, audio, visual and audio-visual). We also have electronic resources as part of resources in the libraries.

Teachers need various kinds of information for teaching and research for the purposes of impacting knowledge in students and self development. To achieve this, the right information must be available for the right person at the right time in its appropriate format. Which are the responsibilities of the library? Adelani (1999) agrees with this view by observing that the most effective way to mobilize people is through the provision of required information. In the most useable form and that such information should be provided for the benefit of a large number of people.

Audio-visual centers in the 21st century can and should be the hubs for increasing students' achievement. The Resource Center is a library of audio-visual resources for

all ages that cover many of the concepts of the organizational institution. It is operated by the professional librarians, resource center manager and Para-professionals. However, the use of audio-visuals in tertiary institutions has become an integral part of education, business presentations and even services offered by institutional libraries (Swank, 2011).

Audio-visual collection contains both online resources and multimedia items to borrow and use. The library also provides facilities for students to watch video and DVDs, listen to sound recording and view microfiches and microfilms. Students and teachers can also watch live streaming and recorded TV programs online by use of e-TV. 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. 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. Librarians should be aware of the potential of audiovisual and multimedia formats as resource materials and include them in their collections.

However, colleges of education libraries 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. 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, audio-visual 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).

The teaching and learning process at whatever level normally takes place in an environment with many instructional resources, human and materials; it takes a

teacher who is resourceful to carefully select and utilize the available resources for a pain free-attainment of instructional objectives. They are resources that are used by librarians and teachers to communicate effectively and meaningfully with students/pupils so that they can receive, understand, retain and apply the experience to achieve educational goals (Alokun, 2004). Audio-visual in this context refers to technology that is employed in the resource centers like the academic libraries, and classrooms for the purpose of student's instruction which when properly used by teachers can revolutionize the teaching profession and promote library services.

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).

The National Education Technology Centre, Kaduna is a highly specialized instruction centre serving a national purpose of enhancing the teaching-learning processes for the advantages of both teachers and learners. The centre has adequate training facilities in educational broadcast that has contributed greatly to the Craning and development of high level man power for educational broadcasting in Nigeria. 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.

For example, Falodun (2003) found that between 1959 and 1966 the USPID/Indiana University Project in Nigeria established the educational resources Centre and assisted five others that employed over one hundred and eighty Nigerians in the production and distribution of education materials to schools. At that same period, forty three Nigerians were trained at Indiana University in Audio-visual communication. The centers were involved with the training of teachers to use modern technique and tools to improve education.

Hindrances to the use of audio-visual resources

Audio-visual materials or media resources according to Alokun (2004) have not been given proper recognition in institutions and libraries as that given to books and journals in developing countries like Nigeria. Unlike in the developed countries like Britain, France and the United State of America where the advantages of media resources especially computer have been further explored for handling various aspect of library and information services. In Nigeria the apathy being shown to the use of Audio-Visual materials was due to certain misconceptions and problems associated with non-book materials.

These include:

- 1) General prevailing economic situation, which makes libraries not to use their limited fund in acquiring media resources. Lack of fund is a major problem inhibiting the acquisition and use of audio-visual materials
- 2) Lack of updated software and hardware. Some non book materials become obsolete before they can be

ordered.

- 3) There are problems of in-compatibility to overcome.
- 4) Inability to operate the audio-visual equipment. some levels of skill is needed by the library staff, teachers and users to obtain access to the content of non book materials
- 5) Media are less resilient to physical condition than books. High temperature for example, can affect computers, films, video tape and so on.
- 6) Erratic power supply creates problems
- 7) Lack of knowledge/confidence that the users could use the materials on personal basis
- 8) Lack of time on the part of the teachers and the users.

The inhibitors highlighted above are the major deterrent to the use of audio-visual materials not with-standing, they are still regarded as valuable tools in the achievement of educational objectives. Audio-visual materials cannot achieve any of the attributed value on their own. 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 Audio-visual 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.

Statement of the problem

For instance, some school subjects which are regarded to be too tough to understand by students can be made simple, interesting and learnable if the teachers use appropriate and adequate instructional resources. But a major problem that is usually unnoticed is the non availability and use of relevant educational resources. It is unfortunate that students perform poorly in some core subjects such as Mathematics, English Language, and Physics etc in public examinations. The reasons responsible for mass failure in these subjects according to Nwalo (2000) is usually traceable to poor teaching by teachers, lack of resources or audio-visuals and lack of seriousness on the part of the students

Purpose of the study

This study was designed to assess the availability and use of audio-visual resources in the colleges of education in Lagos State. In specific terms, the study examined,

- 1) The availability of audio - visual resources in colleges of education in Lagos State.
- 2) Ways by which these resources are made accessible to staff and students.

Table 1. Breakdown of the distribution of questionnaires.

AOCOED (Oto/Ijanikin)	FCE (Akoka)	(LACOPED) Epe	Total
College libraries	1	1	3
Students	20	20	60
Lecturers	29	29	87
Total	50	50	150

- 3) The use of audio visual resources in these colleges of education.
- 4) Perception of teachers about the use of audio - visual resources.
- 5) The problems militating against the availability and use of these resources.
- 6) 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 teacher education institutions in Lagos state. The study will equally provide curriculum developer and policy makers with further research work on utilization of resources to enhance teaching and learning at all levels of the Nigeria Education system. 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 six research questions, which are based on the purpose of the study. They are as follows.

- 1) What are the audio - visual resources available in the colleges of education?
- 2) In what ways are these resources made accessible to staff and students?
- 3) What is the relevance of Audio-Visual material to be included in teacher education curriculum for teachers?
- 4) What is the perception of the teachers about the use of audio -visual resources in these colleges of education?
- 5) What are the likely factors hindering the effective use of audio-visual resources in teacher education institutions sampled?

- 6) 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 150 at the rate of 50 respondents from each of the sample institutions. This was made up of male and female college librarians, lecturers and students. All the three (3) governments owned colleges of education in Lagos state were used for the purpose of this study. They were used because they are the largest teachers producing and governmentally financed colleges of education in Lagos State. In addition, they were used because each of them is a prototype of larger colleges of education in Nigeria. The three colleges of education under study are (1) Adeniran Ogunsanya College of Education (AQCOED) Otto/Ijanikin established in 1954 (2) Lagos State College of Primary Education (LACOPED Norforija, founded in 1994 (3) College of Education Technical, Akoka founded 1962 (Table 1).

Instrumentation for data collection

The researcher made use of questionnaires to draw out facts on the audio-visual availability and use in the sample colleges of education in Lagos State. The questionnaires were targeted for the following categories of people as they were affected: College librarians, lecturers and students.

Method of data analysis

Simple frequencies and percentages were used. The results of each of the six research questions are also indicated. Six major research questions (RQ) were drawn: research question one (RQ1) was for the college librarians. Research questions Two (RQ2, RQ3, RQ4 and RQ6) were for the lecturers/Teachers while Research Question 5 (RQ5) was for the students to answer.

Discussion

Research question one: (RQ1)

The research question one contains ten general questions for the librarians (Table 2).

Table 2. Analysis of responses by college librarians.

No	Content	AOCOED	F.C.E	LACOPED	MEAN
1	Audio-visual resources is adequate for teaching process in my school	2	3	2	2.33
2	The audio-visual resources are made accessible to both staff and students.	1	3	2	2.00
3	Introduction of audio-visual resources has significantly affected the teaching and learning process	2	4	2	2.8
4	Poor funding and negative attitude has greatly hinders the regular use of audio-visual resources in my school.	1	4	1	2.0
5	I'm responsible for audio-visual sources acquisition in my school	2	4	4	3.3
6	Organization of the AV resources is effective enough for easy retrieval	2	3	2	2.3
7	The seating capacity of this unit is adequately enough for students.	4	4	4	4.0
8	Library staff participated in workshop, seminar on audio-visual resources regularly.	3	3	3	3.0
9	Time allocation for training and usage of these resources is adequate.	3	3	4	3.3
10	My library has a separate audio-visual resources unit	4	4	4	3.6

Table 3. Responses of students to some questions.

S/No	Content	AOCOE mean responses	F.C.E mean responses	LACOPED mean of responses	Overall mean
1.	Some visual materials such as (video camera, chart, picture, photograph, video, TV) as always by my lectures	2.3	2.1	2.4	2.3
2.	Some of my lecturers usually use audio equipment such as Radio Tape recorder smart board, computers, CDs to lecture	2.0	2.5	2.0	2.2
3.	Graphic materials like models, sculpture, lettering aids, plastics triangle cutting tools are constantly used by lecturers	2.4	2.3	2.1	2.3
4.	Majority of my lecturers make use of computer with internet facility when lecturing	2.1	2.4	2.3	2.3
5.	The following facilities, graphic studio, laboratory, computer room, storage room, photographic dark rooms are available in my college.	2.3	2.5	2.2	2.3

Total mean: 2.28.

Research questions (RQ1) showing mean response of analysis for the college librarians to general questions. Responses showed that all the three college librarians with a mean score of 4.00 disagreed on audio-visual adequate seating capacity for the students. The librarians also disagreed with a mean score of 3.3 on question item number 5 that they were not responsible for acquisition of audio-visual resources in their institution. In question 10, the librarians unanimously and strongly disagreed with a mean score of 3.6 on the question which says that "my library has a separate audio-visual resources unit". By inspection FCE has consistently more positive response than other colleges. Question item number 4 showed that poor funding affected AOCOED and LACOPED as against FCE, in the use of Audio-visual resources.

Research Question Two (RQ2)

In what ways are these resources made accessible to

staff and students?

Research question 2 was drawn for students of tertiary institutions. It contained 5 questions and means scores of individual institution and mean scores from the three colleges. From Table 3, FCE AKOKA and LACOPED scored above overall mean of 2.28 in all the average in questions 1, 3, and 4 respectively.

Research Question three (RQ3)

What is the perception of the teachers about the use of audio -visual resources in these colleges of education?

Table 4 presents analysis and findings on research question 3 (RQ3) on perception of the use of A-V resources by teachers.

In question 1 above FCE AKOKA and LACOPED scored

Table 4. Mean analysis: perception on the use of audio-visual resources for teachers.

S/No	Content	AOCOED mean of responses	F.C.E mean of responses	LACOPED mean of responses	Overall mean
1.	Functional instructional facilities like A-V resources are a prerequisite to effective teaching and learning.	1.75	2.50	2.25	2.16
2.	In the face of improper management and funding A-V resources for teaching learning process may prove difficult.	2.18	2.21	2.00	2.13
3.	Lack of provision of modern A-V resources does not have any significant relationship with teaching/learning.	2.30	2.32	2.41	2.33
4.	Properly planned and effective use of A-V resources for teaching/ learning process will go a long way in improving academic standard.	2.5	2.2	2.6	2.43
5.	It is the role of the teacher to help learner derive benefits studies through the use of Audio-Visual resources in teaching/learning process.	2.52	2.42	2.50	2.48

Total mean 2.31

Table 5. Mean analysis on provision of A-V material in teacher education curriculum.

S/No	Content	AOCOED mean of responses	F.C.E mean of responses	LACOPED mean of responses	Overall mean
1.	The following visual materials (picture slides, CDs transparencies, lettering, computer etc) are included to be provided in teacher education.	2.44	2.38	2.35	2.39
2.	Audio items like radio, audio tape, telephone, microphone, computer etc are included to be provided.	2.40	2.40	2.38	2.39
3.	The A-V materials (television, sound movies etc) are included to be provided in teacher education curriculum.	2.37	2.44	2.41	2.41
4.	Graphic materials like sculpture, lettering aids, plastics triangle, cutting etc) are listed for provision in teacher education.	2.03	2.52	2.46	2.34
5.	The following model equipment (boat, helicopter, model globe, computers, TV, CDs, chairs and tables) are listed to be purchased for teacher education.	2.34	2.51	2.48	2.44

Total mean 2.4.

above mean (2.50 and 2.25) respectively AOCOED scored a mean of 1.75 below general mean of 2.31.

On question number (2) which stated that "In the face of improper management and funding of Audio-Visual resources teaching process may prove difficult", LACOPED and AOCOED scored above mean of 2, 17 while FCE scored 2.00 mean for that question.

On questions number 3 and 4 above AOCOED and LACOPEC scored above mean while FCE scored below average; recall that FCE is a Federal Government established institution.

The three colleges scored (2.42) on question number 5 from the above table of the teacher to help learner derive optimum benefits from their studies through the use of Audio-Visual resources in teachers/learning process.

Research Question Four (RQ4)

What is the relevance of Audio-Visual material if included in teacher education curriculum?

Research question four (RQ4) was on "provision of Audio Visual materials to be included on teacher education curriculum for teachers". Table 5 showed the mean of teacher's responses to the five questions as 2.4. By inspection, the table of mean analysis for teachers responses to all the five questions under this unit scored above the grand total mean of 2.4. From the analysis, FCE and LACOPED scored a mean of 2.5 in all the questions but AOCOED scored lower in questions 2 and 5.

Table 6. Factors hindering the effective use of audio -visual resources in teacher education institutions.

S/No	Content	AOCOED mean of response	F.C.E mean of response	LACOPED mean of response	Overall mean
1.	There is inadequate funding of Audio-Visual resources.	3.2	2.5	3.0	2.9
2.	Lack of monitoring bodies within and outside school to monitor the use of Audio-Visual resources.	3.0	2.4	2.9	2.8
3.	Most of the lecturers do not possess the required skill to use Audio-Visual resources.	2.3	2.4	2.2	2.3
4.	Educational planners give little attention to the use of Audio-Visual resources	2.3	2.1	2.4	2.3
5.	Irregular supply of electricity to operate modern A-V resources	3.5	2.5	3.8	3.3

Total mean 2.7.

Table 7. Mean analysis on the ways by which the hindrances can be alleviated.

S/No	Content	AOCOED mean of responses	F.C.E mean of response	LACOPED mean of responses	Overall mean
1.	Adequate funding be made available through government, NGOs and private individual.	3.0	2.5	3.5	3.0
2.	The use of A-V be strictly monitored by monitoring bodies.	2.8	2.5	3.2	2.8
3.	On the job training, seminars, workshop and conferences be organize and sponsored.	2.5	2.5	1.75	2.3
4.	More attention be given to the use of A-V resources by the educational planners	2.6	3.0	2.6	2.7
5.	Adequate and regular power supply be made available for constant use and preservation of these resources.	3.1	2.6	3.4	3.0

Total Mean 2.8.

Research Question Five (RQ5)

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

Research question 5 (R5) as stated above presents mean analysis on hindrances for the use of Audio-Visual resources for teachers. The total mean responses by the teachers in the three tertiary institutions to this question are 2.7. From Table 6, all the responses to questions 1, 2 and 3 by the teachers scored above audio-visual range. While responses to questions 3 and 4 are slightly below A-V range. The result showed that there were significantly hindrances for the use of A-V resources in the colleges under study.

Research Question six (RQ6)

The result from Research Question six (RQ6) on how to

alleviate the problems of A-V resources In schools for teachers are stated in Table 7 with analysed result shown. As universal as the teachers on alleviation of A-V resources in their various institutions, the response of LACOPED teachers towards question number 3 on (RQ6) with a mean score of 1.75 was quite different from teachers from other two colleges that scored mean of 2.50 each. The question says that use of A-V resources cannot be successful without the commitment, diligence and sacrifice on the part of the teachers.

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 all the colleges of

education sample lack A-V seating capacity for students. This study indicated that all the three Institutions had little time for training and usage of Audio -visual Resources.

FCE is a federal institution; the college 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 teachers from all the colleges 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, which is one of the very few questions that the two state owned colleges stood at opposite poles.

Research Question Four (RQ4) is on provision of A-V Resources to be included in Teacher Education Curriculum for Teachers. The three colleges planned to make provision for Visual, Audio, Graphic, Model and Audio-Visual materials in their curriculum.

Research Question five (RQ5) is on hindrances to the use of AVR in the three colleges of education for the teachers. 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 (RQ6) revealed that Audio Visual Resources were not adequately used in the three colleges even in Federal College of Education financed by the federal government of Nigeria.

On the basis of the findings of this study the following recommendations are proposed to enhance better availability and use of A-V Resources for the improvement of quality library services, teaching and learning.

- 1) The federal government of Nigeria should publish a position paper on Audio -visual Resources (AVR). Such paper should mandate state governments to comply with the implementation of such paper or be sanctioned.
- In such paper, professionals should be appointed to man Audio visual Resources centre (AVRC). The centre should consist of departments like Graphics, Electronics, Audio, Visual resources. Each department should be headed by a director.
- 2) State government should be made to fund the Audio - Visual Resources Department of each tertiary institution perhaps about 5% of the college vote.
- 3) Regular refresher courses on the use of Audio – visual Resources should be organized for all teachers.
- 4) Entrepreneurs should be encouraged to invest in the production of AVR

- 5) Each library should have an equipped, separate, staffed and functional department of Audio - visual Resources.
- 6) Librarians who are experts in Audio - visual Resources should be given the privilege to purchase Audio Visual resources.
- 7) All teachers should be motivated to use Audio -visual Resources when teaching.

REFERENCES

- Adebiyi SO (2005). Library and Information Services for Educational Development in Nigeria in Reflection on the Nigeria Education System: A College Provost's Perspective, Abeokuta, Osiele Consult Service. P.40.
- Adelani RO (1999). Library and information service, in colleges of information facing the challenges of the new millennium. Abeokuta, Visual Resources Publication.
- Adewoyin JA (2007). Relative effectiveness of programmed instruction zone indeed tapped presentation on student burning outcome in senior secondary history. A PhD thesis of philosophy in Educational Technology of the University of Lagos State. P.6.
- Alokun TNA (2004). The Use of Library: A Textbook for Students Kin Tertiary Institution, Lagos: Nudex International. pp.69-74.
- Fawole MO (2004). An Assessment of the Needs of Educational Resources Centre in Nigeria. A PhD thesis in the Department of Curriculum Studies and Educational Technology, Faculty of Education, University of Ilorin, Ilorin Kwara State, Nigeria. pp.45-46.
- Federal Republic of Nigeria (2008), National Policy on Education. Revises Federal government Press.
- Iidowu AO, Mabawonku I (1999). Information technology facilities and applications in some Nigeria research and university libraries" Afr. J. Libr. Arch. Inform. Sci. 9(1):27-35.
- Iyamu OS, Adunwa SE (2004). Assessment of the Use of Educational Technology by Social Studies Teachers in Secondary Schools in Western Nigeria. P.5.
- Iyanda DF, Salawu AK (2006). Library education for higher institutions. Remi Osarayi & Sons Ents. Osogbo.
- Nwaboku NC (2000). Preparation, Utilisation and Integration of Educational Media in the Curriculum, Published by the National Open University of Nigeria (NOUN)
- Nwalo KIN (2000). Collaboration in the provision and utilization of IT facilities for library and information science education in Nigeria. In: Information Technology in library and information science education in Nigeria. pp.32-41.
- Okolie V (2009). Strengthening Information provision in Nigerian University Libraries through Information Communication Technologies the Electronic Library. 23(3):311-318.
- Popoola SO, Haliso Y (2009). Use of library information resources and services as predator of teaching effectiveness of social scientists in Nigerian universities. AJLAIS 19(1):65-77.
- Swank RC (2011). The Educational Function of University Library. <http://www.ideals.illinois.edu/bitstream/handle/2142/5455/librarytrend>
- The National Commission for Colleges of Education (NCCE) (1989). Established by Decree (now Act) 13 of 17th January, 1989 (Amended Act 12 of 1993).
- Webster's Encyclopedia Unabridged Dictionary of the English Language (1994) Newyork: Gramery Book.