



INTERNATIONAL JOURNAL OF APPLIED TECHNOLOGIES IN LIBRARY AND INFORMATION MANAGEMENT

<http://www.jatlim.org>

International Journal of Applied Technologies in Library and Information Management 5 (1) 06 - 57 - 65

ISSN: (online) 2467 - 8120

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Manuscript Number: JALIM - 2019-05.01/57-65

The Role of Audiovisual Resources in University Libraries in Anambra State, Nigeria

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Abstract

This study investigated the relevance of audiovisual resources in university libraries of two selected university libraries in Anambra state, Nigeria. The objectives of the study are: to determine how audiovisual resources are used in universities in Anambra state, Nigeria and to ascertain the importance of audiovisual resources in university libraries. The population of the study was eight thousand, three hundred and fifty (8, 350), comprising lecturers and students. The sample size is eight hundred and eighty one (881). Proportionate stratified random sampling technique was used in selecting the respondents. Data were collected through questionnaire. Statistical mean were used to analyze data. The results revealed that actually audiovisual resources contribute in teaching and learning process and that the use of audiovisual resources in teaching add clarity to topics and make lecture more interesting; both lecturers and students agreed that audiovisual resources are utilized by the lecturer to make learning more practical and less vague. Recommendations were made, some of which were that library users should avail themselves of the available audiovisual resources in their library as they add clarity to topics and make abstract topics less vague.

Keywords: Audiovisual resources, University libraries, Anambra state, Lecturers, Students.

1.1 Introduction

The term audiovisual is made up of two words, audio and visual. Audio materials are materials that appeal to the sense of hearing while the visual materials appeal to the sense of sight. Audiovisual materials are designed to assist teachers in teaching so as to enhance students' understanding of the subject content. Audiovisual resources, according to Dike (1993), are those materials that do not basically depend upon reading to convey meaning and may present information through the sense of hearing as in audio

resources, or through the sense of sight as in visual resources or through a combination of both senses. Prytherch (1995) defines audiovisual as non-book materials such as records, tapes, slides, filmstrips and video tapes, while Ashikuzzaman (2015) defines audiovisual aids as any device which can be used to make the learning experience more concrete, more realistic and more dynamic.

Mika (2012) noted that the teaching profession is filled with countless opportunities to enrich the academic lives of students. While some concepts and

educational objectives will be easy for students to grasp, others will require you to think creatively to ensure that important learning objectives are met. Using audio/visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information. Patil (2012) opined that for effective teaching to take place a good method must be adopted by the teacher. The lecturer is always free to choose effective audiovisual resources in the class room. Audiovisual resources help the lecturer to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations, appreciation and enable him to make learning more concrete, effective, interesting, inspirational, meaningful, and vivid. Audiovisual resources give the necessary variation and a change of pace in lecture which helps to maintain students' attention. These materials are important at all levels of learning from the lowest to the highest, including informal education that starts at home, and then the nursery, primary, secondary and tertiary institutions. However, Sheahan (2018), stated that audiovisual aids should not be used as the only teaching method, but should be incorporated periodically throughout lessons to provide extra information for students. Students catch on quickly when their teacher understands the importance of charts in the teaching and learning process

Universities in Anambra state, Nigeria according to UTME (2019) include the following: Nnamdi Azikiwe University, Awka; Chukwuemeka Odumegwu Ojukwu University, Uli; Madonna University, Okija; Paul University, Awka and Tansian University, Umunya. This comprises one federal university, one state university and three private universities. The researchers selected the federal and state universities for the purpose of this study. This is because of the population of students and lecturers in the selected institutions.

These libraries offer a wide range of services to users, including reference services, circulation service, serial service, audiovisual services and special collection service. These services help the libraries to meet the different information needs of their users. The libraries are also improving in their mode of services to users. The primary purpose of university libraries is to support teaching, learning and research in ways consistent with, and supportive of, the institution's mission and goals. In addition, library resources and services should be sufficient in quality, depth, diversity, and currency to support the institution's curriculum. Audiovisual resources contribute to research, teaching and learning at all levels.

Despite the importance in the use of audiovisual resources in teaching and learning, research conducted in this area indicates that there is inadequate use of these resources for teaching and learning process. Many lecturers and students seem ignorant of the potentials of audiovisual resources and how to use them to achieve their purpose. Students as well may not identify the value of audiovisual resources in their studies. University education in Nigeria is facing a critical challenge in meeting new demands of 21st century, with its ever increasing inadequate library facilities, resources, epileptic power supply and insufficient funding. Inability of university library to meet with the increasing demands of information needs of students, researchers and lecturers leads to a drastic fall in the university education as the university finds it difficult to fulfill its curriculum requirements.

1.2 Purpose of the Study

The purpose of the study is:

1. To determine the role of audiovisual resources in university libraries in Anambra state.
2. To ascertain the benefits of audiovisual resources in university libraries in

Anambra state.

1.3 Research Questions

This study will attempt to answer the following research questions.

1. What are the roles of audiovisual resources in university libraries in Anambra state?
2. What are the benefits of audiovisual resources in university libraries in Anambra state?

1.4 Significance of the Study

The results of this study will be beneficial to the universities as institutions of learning, lecturers, librarians, the users and other researchers. This result will help in creating awareness on how audiovisual resources are used in university libraries and the benefits in the use of audiovisual resources in the learning and teaching process.

The librarians will also benefit from this study as it will motivate them to improve on their duties and intellectual development; thereby acquiring the necessary skills to guide their use. The operation of some of these resources gives the librarian an opportunity for personal training and development.

1.5 Scope of the Study

This study will be limited to two university libraries in Anambra state; namely Nnamdi Azikiwe University, Awka and Anambra State University, Uli libraries. In terms of content, the researchers will also examine how these libraries use audiovisual resources and the benefits in the use of audiovisual (AV) resources in university libraries in Anambra state. In terms of population scope, the researcher will examine the opinions of lecturers and students in these university libraries.

2.1 Literature review:

2.2 Uses of audiovisual resources in universities

The use of audiovisual resources in teaching has a role to play in learning. Audiovisual aids in the classroom can enhance teaching methods and improve student comprehension. They possess some inherent advantages that make them unique in teaching and learning process; they provide the teacher with interesting and compelling platforms for conveying information. Further the lecturer is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. These resources generally make teaching and learning easier and less stressful. Orakwe (2000) explained that teaching aids are information dissemination devices. This implies that audiovisual resources are not just objects or equipment used during teaching-learning process but they are those resources that help the lecturer to make conceptual abstraction more concrete and practical to the learners. Audiovisual aids strengthen an instructor's verbal presentation while helping his students capture a specific message. Audiovisual aids keep an audience's attention throughout a presentation and help them remember particular information. If instructors use simple, efficient aids, they will enhance their teaching.

Audiovisual resources are utilized by the lecturer to make learning more practical and less vague. Audiovisuals have been known to increase retention of information and actively engage the learner by combining what we hear with what we see. Bolick (2003) pointed to a good relationship between effective teachings and use of audiovisual resources; he stated that audiovisual resources are integral components of teaching-learning situations. According to him they are not just to supplement learning but to complement its process. This shows that for an effective

teaching-learning activity, utilization of audiovisual resources will be necessary. Ema and Ajayi (2004) opined that audiovisual resources facilitate teaching and learning process and also address the instructional needs of individuals and groups. Effective learning is the result of a careful selection of the appropriate medium or combination of media available by an effective teacher. Bassili (2006) conducted a study of college freshmen in a psychology course in order to determine whether they preferred face-to-face or streamed-video lecture delivery as a learning aid. He found that a majority of the students preferred the online video lectures. These findings imply that videotaped content, far from being a less effective vehicle for instruction, might actually increase learner motivation and interest in course material. For effective teaching to take place a good method must be adopted by the teacher. According to Patil (2012) mere chalk and talk do not help. Audio –Visual aids give variety and provide different tools in the hand of teacher. The teacher is always free to choose effective audio visual aids in the class room. According to him, these learning devices help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations, appreciation and enable him to make learning more concentrate, effective, interesting, inspirational, meaningful, vivid etc.

2.3 The importance of audiovisual resources

The use of audiovisual resources started as early as man's civilization began. Green (1995) pointed out that in time of antiquity, audiovisual materials existed. In ancient time, the Greek sought excellence in philosophical thought and emphasized certain instructional aid which included field trips, rhythmic activities and learning through participation. The advent of audiovisual is long but its use has been limited until in the twentieth century. Ani (1990) observed that as

far back as the 1920's audiovisual materials are used in teaching and learning in U.S.A. Librarians realized the use of these resources and started incorporating them into library collections for future use. Watson (2005) also noted that the development of audiovisual collections in libraries is tied directly to the technological revolution that began in the 19th century and which has steadily gained momentum over the years.

The use of audiovisual resources in university libraries is very important in the teaching and learning process. Dike (1993) stated that audiovisual resources could excite the academically gifted students, stimulate the average students and equally clarify the verbal image for the retarded students. It has the novelty of making teaching clearer to students who may find oral explanation difficult to comprehend. She further stated that various methods of teaching informally such as observation, participation and the use of the senses are forms of audiovisual resources in indigenous Nigerian education. It is, therefore, important that in cultures whose traditions are essentially of the oral rather than the written kind, knowledge and information transfer be affected by using verbal instruction and the preservation of their cultural arts in modern time.

Blotiner (1993) states that best results are achieved when a variety of audiovisual resources and printed materials are used together in teaching and learning process. Green (1995) quoting a Chinese philosopher wrote that one picture is worth a thousand words. This further buttresses the value and importance of audiovisual resources. Madu (2000) notes that audiovisual resources could be used to solve the problem of infrastructure, like space, as it could be used to reach many students in various locations at any point in time.

Wahlig (2012) stated that audiovisual resources supplement oral and written information with graphical representations

and images. Audiovisual resources create interactive and varied learning experiences for students with a wide range of learning styles or abilities. Incorporating audiovisual resources into a classroom lesson can enhance a learning experience. They also help both educators and students organize information. Numerical data such as statistics and percentages are well suited for visual representation during a lesson. For instance, numbers are abstract concepts that may be challenging for students to understand without concrete representations like graphs or charts.

3.1 Research Method

The research design of this study is descriptive survey. Survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be observed (such as opinions on library services) and when it involves large population.

The area of study is Anambra State of Nigeria. The universities covered are Nnamdi Azikiwe University, Awka, and Anambra State University, Uli both in Anambra State. The population of this study are lecturers and registered library users in 2016/2017 academic session in the two universities.

This comprises three hundred and fifty three (353) lecturers in Nnamdi Azikiwe university, one hundred and five (105) lecturers in Anambra state university, four thousand, two hundred and thirty-five (4,235) registered library users in 2016/2017 academic session from Nnamdi Azikiwe University, Awka and three thousand six hundred and fifty-seven (3,657) registered library users from Anambra State University, Uli. This together brings the total sum of the population to eight thousand, three hundred and fifty (8,350).

Proportionate stratified random sampling technique was used to select

respondents from different faculties in these institutions. According to Jupp and Sapsford (2006) in a proportionate stratified random sample, the population of sampling units is divided into sub-groups, or strata, and the sample is selected separately in each stratum. The sample size for this research study was eight hundred and eighty one; that is 20% of total population of lecturers (92), and 10% of the total population of registered library users in 2016/2017 academic session from the two universities (789) making a total of 881.

The instrument for data collection in this study was questionnaire. Two sets of questionnaire on the importance of audiovisual resources in university libraries in Anambra state were designed, one for lecturers and the other for students. The questionnaire contained both open and closed questions for respondents.

The researcher analyzed the data collected using statistical mean. The mean score for each item was obtained by calculating the arithmetic average of the scores. The cluster mean were then calculated by adding the mean scores in the cluster and divided by the number of items in the cluster. This was used to determine the respondent's perception of the issue raised in the questions. For decision, a criterion mean (a mid-point mean) of 2.50 was adopted and any mean that was ranked from 2.50 and above was regarded as positive whereas below 2.50 was regarded as negative.

3.2 Research Question 1

How are audiovisual resources used in university libraries in Anambra state?

To answer this question, how audiovisual resources are used were presented to the respondents and they were requested to indicate their level of agreement or disagreement based on a four point scale of "strongly agree", "agree", "disagree", and "strongly disagree" representing 4, 3, 2, and 1

Table 1: Mean responses of lecturers and students on the role of audiovisual resources in university libraries in Anambra State.

S/N	How audiovisual resources are used	Lecturers		Average Mean	Students		Average Mean	Cumulative Mean	Decision
		NAU	ANSU		NAU	ANSU			
1	Audiovisual resources are utilized by the lecturer to make learning more practical and less vague	3.12	2.75	2.94	2.78	2.52	2.65	2.80	Agree
2	They aid individualized learning	2.96	2.88	2.92	3.03	2.68	2.86	2.89	Agree
3	They are interesting and compelling platforms for conveying information	2.96	2.75	2.86	3.31	2.62	2.97	2.92	Agree
4	They are used to make learning more interesting for both the students and the lecturer	2.84	3.19	3.02	2.97	2.63	2.80	2.91	Agree
5	They facilitate teaching and learning process and also address the instructional needs of individual and group	2.93	2.88	2.91	2.86	2.66	2.76	2.84	Agree

From the table above, the respondents indicated their agreement with the following mean scores; (2.80) agrees that audiovisual resources are utilized by the lecturer to make learning more practical and less vague; (2.89) agrees that they aid individualized learning; (2.92) agrees that they are interesting and compelling platforms for conveying information; (2.91) agrees that they are used to make learning more interesting for both the students and the lecturer and (2.84) agrees that they facilitate teaching and learning process and also address the instructional needs of individual and groups.

3.3 Research Question 2

What are the benefits of audiovisual resources in university libraries in Anambra state?

In answering this question, a list of benefits in the use of audiovisual resources were presented to the respondents and they were requested to indicate their level of agreement or disagreement based on a four point scale of “strongly agree”, “agree”, “disagree”, and “strongly disagree” representing 4, 3, 2, and 1 respectively. A mean of 2.50 was used to determine the level of their agreement. Thus, any benefit with 2.50 and above were regarded agree, while those with mean score less than 2.50 were disagreement. The findings were represented in table 2.

4.1 Results

Table 2: Mean responses of respondents on the level of agreement or disagreement with the following statements concerning the benefits of audiovisual resources.

S/N	Benefits of Audiovisual Resources	Lecturers		Average Mean	Students		Average Mean	Cumulative Mean	Decision
		NAU	ANSU		NAU	ANSU			
1	They add clarity to topics and make lecture more interesting	3.25	2.88	3.07	2.85	2.66	2.76	2.92	Agree
2	They enhance physical perception which cannot otherwise be experience	2.76	3.25	3.01	3.02	2.76	2.89	2.95	Agree
3	They help in overcoming difficulties in presenting abstract topic	2.68	3.06	2.87	2.54	2.62	2.58	2.73	Agree

4	They make learning more interesting for both the students and the lecturer.	3.12	2.56	2.84	3.25	2.58	2.92	2.88	Agree
5	They expose students to things they would not have opportunity to see	2.93	2.56	2.75	3.02	2.72	2.87	2.81	Agree
6	They improve visual perception among slow learner	3.03	2.69	2.86	2.80	2.70	2.75	2.81	Agree
7	They promote critical thinking and help students retain more information as they learn	2.62	2.69	2.66	3.18	2.56	2.87	2.77	Agree
8	They extend knowledge beyond space and time	3.10	2.50	2.80	3.31	2.60	2.96	2.88	Agree
9	They provide tools for diagnostic or remedial work	2.79	2.88	2.84	2.77	2.54	2.66	2.75	Agree
10	They stimulate interest	2.89	2.69	2.79	3.31	2.56	2.94	2.87	Agree

Table 2 above shows the mean responses of lecturers on the benefits of audiovisual resources. The table shows their agreement on the benefits of audiovisual resources, (2.92) agrees that they add clarity to topics and make lecture more interesting, (2.95) agrees that they enhance physical perception which cannot otherwise be experienced, (2.73) agrees that they help in overcoming difficulties in presenting abstract topic, (2.88) agrees that they make learning more interesting for both the students and the lecturer; (2.81) agrees that they expose students to things they would not have opportunity to see; (2.81) agrees that they improve visual perception among slow learners; (2.77) agrees that they promote critical thinking and helps students retain more information as they learn; (2.88) agrees that they extend knowledge beyond space and time; (2.75) agrees that they provide tools for diagnostic or remedial work and (2.87) agrees that they stimulate interest.

5.1 Analysis of Finding

5.2 The role of audiovisual resources in university libraries in Anambra State

Table 1 shows that both lecturers and students agreed that audiovisual resources are utilized by the lecturer to make learning more practical and less vague; they are interesting and compelling platforms for conveying information; they are used to make learning more interesting for both the students and the lecturer; they facilitate teaching and learning process and also address the instructional needs of individual and groups and they aid individualized learning. They also use audiovisual for personal information search which they use for lectures, seminars, workshops and conferences.

5.3 The benefits of audiovisual resources in university libraries in Anambra State

The analysis on the benefit of audiovisual resources on table 2 reveals that actually audiovisual resources contribute in teaching and learning process. The students and lecturers responded positively that the use of audiovisual resources add clarity to topics and make lecture more interesting; they enhance physical perception which cannot

otherwise be experienced; they help in overcoming difficulties in presenting abstract topic; they make learning more interesting for both the students and the lecturer; they expose students to things they would not have opportunity to see; they improve visual perception among slow learners; they promote critical thinking and helps students retain more information as they learn; they extend knowledge beyond space and time; they provide tools for diagnostic or remedies work and they stimulate interest, audiovisual resources have an immediacy, which attracts the students' attention and that they also motivate them by offering them varieties.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Library users should avail themselves of the available audiovisual resources in their library as they add clarity to topics and makes abstract topics less vague.
2. The audiovisual section of the library should be fully equipped and the awareness of its existence and audiovisual resources in possession be created so that users will be aware and borrow them.

Conclusion

From the analysis and discussion of findings, the researcher observed that audiovisual resources are important in university libraries in Anambra state for research, teaching and learning purposes. These resources are very important in teaching and learning process for clarity and understanding of topics.

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