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THE ACCEPTABILITY AND NEEDS OF AUDIO VISUAL RESOURCES
IN SOME NIGERIAN POLYTECHNICS

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Abstract

This study examined the use and non-use of audiovisual resources especially in Nigerian Polytechnics and the consequences these have in teaching and learning process. The methods used in data collection for this research include questionnaire, interview and personal observation by participation. Some analyses of primary literatures were made, in addition to the simple percentage and t-test significance value computed to analyse the frequency of data collected on the population tested. The study recommends that because of orientation and training, it is necessary to expose polytechnic students to the use of audio-visual resources. It concludes that it would be exceptionally good to produce a Nigerian polytechnic graduate where all the advantages available in audio-visual resources are provided and optimally used in teaching and learning process. This will provide more and better academic and technical performance to the advantage of the Nigerian economy and to the intrinsic advantage of the graduates.

Introduction

Teaching and learning aids have become subject of discussion amongst scholars, especially its application in tertiary institutions. The Nigerian Polytechnic is not an exception. It is even more worrisome to discuss this issue from this perspective because the Polytechnics are most hit in terms of autonomy and fair treatment. There are other factors to account for the made-shift provisions of teaching and learning resources in our school environment. Some of these factors could be explained from the points of unstable governments, economic recession, poor vision and mission, inadequate infrastructures etc as independent variables and professionalism among staff, equipment availability, administrative interest, policy implementation and funding as the dependent variables from which points this topic shall be examined. The main concern is to see how the Polytechnics have adequately incorporated the use of Audio Visual re-

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resources as a means in the teaching and learning activities of students and staff in order to enhance tertiary education in Nigeria.

The Status of Nigerian Polytechnic

Polytechnics in Nigerian evolved in 1960 after independence. Before this time, the provision of middle level manpower was usually the duty of expatriates and training of Nigerians abroad for vocational and technological education. But the realization of this mistake led successive governments to develop her own educational capability and appropriate local technology. Polytechnics in Nigeria have been established to provide the middle level manpower needs to the country, especially in the professions. The National Board for Technical Education (NBTE) in 1984 clearly spelt out the objectives of Polytechnics and Colleges of Technology as follows:

- (a) To provide courses and training in technology, Applied Sciences, Commerce, Management, Natural and Agricultural Production, and Distribution;
- (b) To provide appropriate opportunities for research and development in Technology and Applied Sciences so that existing technology may be improved, sustained and to make room for new inventions;
- (c) To undertake the production of goods and services, and to generate for the country, the capability for technological reliance.

However, to benefit from formal education in the development of technological know-how depends on the amount of researches that are carried out. It is against this background that the role of the Polytechnic library is examined to determine its position in the contribution of quality education in Nigeria. This attempt studied four schools in Southern Nigeria, namely:

- i. Federal Polytechnic, Oko, Anambra State
- ii. Federal Polytechnic, Nekede, Imo State
- iii. Akwa Ibom State Polytechnic, Ikot Ekpene; and
- iv. Rivers State Polytechnic, Bori.

This study considered only regular students of these schools who are at their various levels of HND. This becomes necessary in order to limit our population and also extract the trace knowledge of Audio Visual from these old students. These four schools had a population of about 5,697 for those in HND levels and 11,603 for those at the ND levels, which gives a total figures of about 17,300.

The Federal Polytechnic, Oko was first established in 1979 as a State Polytechnic, and was taken over by the Federal Government in 1993. It has 6 schools and a regular student population of about 4,800.

Federal Polytechnic, Nekede, Owerri was also initially a State College of Technology established in 1978 and was taken over the same year by Federal Government in 1993. The Polytechnic has 5 schools and a regular student population of about 5,200. The Akwa Ibom State Polytechnic was initially established in 1987 by Cross-River State Government, but re-established by Akwa Ibom in 1991 as a result of asset sharing. It has a regular student population of about 2,700. The Polytechnic Bori was established by River State Government in 1988 with 5 schools and a regular student population of about 4,600.

Statement of the Problem

Consciously or unconsciously, some people have relegated the usefulness of audio Visual resources in teaching and learning, in place of print materials. This neglect is pathetic considering the fact that even those involved in this worrisome act were also educated with Audio Visual resources. The provision of learning materials with the ability to read, see and hear, has a tremendous advantage. The breakthrough in modern teaching and learning enables both group and individual ability to learn at one's pace. According to Edward (1973): "Teachers are coming to recognise that it makes sense to teach individual child rather than classes because there are as many styles and rates of learning as there are children, and consequently, each child needs materials that help him learn in his own way and at his own speed".

This study sought to establish the actual need for these media in Nigerian Polytechnics through the students/staff interest and the acceptability by the authorities of these schools as a policy priority by successive governments.

Objective of Study

This research work was anchored on the following objective

- (a) examine the level of awareness along polytechnic librarians in the use of audio-visual resources.
- (b) examine the librarians preference between book materials and non-book materials.
- (c) examine if there are trained man-power in the area of audio-visual management and utilisation
- (d) determine students' interest and need in the area of audio-visual resources.

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Table 1: P

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ND 2
HND 1
HND 2
TOTAL

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Hypotheses

- i. That there is poor perception of Audio Visual resources as useful tools for teaching/learning.
- ii. There is managerial inadequate financial and moral support and,
- iii. That Audio Visual resources enhance academic performances.

Methodology

The survey method was used to conduct this research to collect data, the questionnaire by sampling, interview method and personal observation by participation. Some analysis of primary literatures was done, in addition to the simple percentage. and t-test significance value computed to analyse the frequency of data collected on the population tested.

The population tested in this researcher were the HND students of these schools who numbered 5,697 out of which a stratified random sampling of 240 students were used and who answered the questionnaires. Out of this number, 192 questionnaires were retrieved, giving us a stratified figure of 28 persons to one questionnaire, an acceptable standard.

Table 1: Population Distribution of the Polytechnics

Programme	Oko	Nekede	Bori	Ikot Ekpene	Total
ND 1	1,451	1,921	1,992	1,152	6,516
ND 2	1,317	1,475	1,352	943	5,087
	2,768	3,396	3,344	2,095	11,603
HND 1	1,090	1,083	744	316	3,233
HND 2	942	721	512	289	2,464
	2,032	1,804	1,256	605	5,697
TOTAL	4,800	5,200	4,600	2,700	17,300

Data Analysis

The questionnaire in part one sought pertinent questions about the respondents. These questions were created to ascertain sex, age, department and level of education. The level of education is mainly to check only those needed to answer the questionnaire from HND I and II.

The personal characteristics obtained from part one are presented in table II

Table 2: Distribution of Respondents by Profession, Age and Sex

Age Male	Sex	Female	HND	LIBNS	LIB. OFE	MEDIA SPE
15 years	17	24	41	-	-	-
20 years	25	37	62	-	-	-
25 years	19	24	38	-	5	-
30 years	27	17	31	6	6	2
35 years	22	19	20	18	2	1
Total	110	121	192	24	13	3

The result of the data indicates that the average age of students at the HND level in these Southern polytechnics is at 24 from the stratified random sampling population of 200. In the same way, the librarians average age is 35 at the percentage of 31. % and 40% respectively.

The data also shows that some library officers who were yet to be considered as professionals (because of their academic qualification, but have served in a very wide range of experiences also answered the questionnaires meant for the professionals in absentia, while three of the media specialists also answered because we met only this number in two out of the four schools visited. Three of the four schools visited have Audio Visual rooms with media specialists, except Bori Polytechnic which is yet to implement this policy objective.

Table 3 Distribution of Respondents by Awareness

Awareness	No. of Respondents	Degree	% of Respondents
Yes	185	1.0	96.4
No	7	27.4	3.6
Total	192		100

Interest in the user awareness and needs is a dynamic system and a component of information service systems. The information needs of a users demand a great effort on the part of the information provider to provide a system that will interact with the user and the usefulness of the information availability which allows for observation.

Table 3 shows the knowledge of students about audiovisual materials. Though a small percentage of them indicated to have no knowledge of it, but this were later discovered to be an error because in ticking what constitutes audiovisual materials; all of them indicated knowledge of it. This knowledge was however further reduced because of the problem of accessibility and use which rather made this awareness to be insignificant as a study material in teaching and learning. However, 96.4% of the respondents claim to have knowledge of audiovisual materials as a medium for learning in an answer to our hypothesis I.

In response to managerial attitude in hypothesis II, personal observation and interview methods were used. In the four schools visited, three (3) of them actually have a made-shift audiovisual room with media specialists. At Bori Polytechnic, it is still a matter of policy without implementation after a period of 15 years of its establishment. This situation, does not only present the management in bad light to their acceptability of audiovisual resources but also as a denial of their social responsibility to their students in achieving a high academic performance.

Even in the other schools with Audio Visual resources, such as Ikot Ekpene, the only media specialist left for politics and his absence, no other person has the skills to operate the media resources. This also presents poor level of acceptability and use. At Oko and Nekede, these two schools have a fairly old equipment, but their resources were highly under-utilised because of the school authorities inability to incorporate them along with class activities and as well create awareness among students of their availability and resources.

This also presented a poor level of acceptability by the management. In hypothesis III, enhancing the academic performances of students, 950/0 of the population tested at confidence level from at-test significant test strongly agreed that the use of Audio Visual resources at the Polytechnics help in their academic performance. From the five options tested, there was no significant difference or variance between strongly agreed and agreed from the result of a statistical t-test. Though strongly agreed scored a mean of 8.2 and agreed at 7.8, the statistical difference was 0.4 which is insignificant and proves no difference in statistical data analysis.

There was however difference between strongly agreed, undecided and agreed which scored a mean of 8.2, 2.1 and 1.1 respectively and at a variance of 6.2 and 8.7 to confirm the confidence level of those who strongly agreed that Audio Visual resources are useful instruments of teaching and learning. The same is also the difference between those who agreed, undecided and disagreed as they also scored a mean of 7.8, 2.1 and 1.1 respectively. This gave a significant difference of 11.5 and 12.9 in addition to the confidence level to those who strongly agreed. Nobody gave response to strongly

disagreed.

Conclusion

The usefulness of Polytechnic graduates in the Nigerian economy can be over-emphasised. Apart from saving the country from the foreign exchange incurred as a result of importing foreign technicians, it also makes our home products to specialise, adapt and respond to our peculiar needs. These were some of the basis which led the Nigerian governments in establishing Polytechnics where there are shortfalls. It was a growing desire of the nation to fulfill its responsibilities in an economy of 3.9% growth rate to 4% from the supports of these polytechnic graduate. In a general statement presented in one of the national development plans states that "the Polytechnics shall be an education programme designed to increase as rapidly and as economically as possible the high level manpower which is indispensable to accelerated development in Nigeria" according to Adesina (1977).

The recognition of technical certificates and colleges of technology is an effort at alleviating the acute shortage of technical middle manpower.

A government report stated that "the output of middle level technicians from the Technical Colleges is about the same as the output of engineers from all the engineering faculties of the Nigerian Universities. This would give ratio of about one engineer to one technician Longe (1994) and Adedeji (1998) have also made contributions to explain that "Polytechnic graduates perform better than their university counterparts on the job because of the nature of their orientation and training. Olofingeroje (1998) also asserted that "the individual and job characteristics, as well as work experiences were the factors with which the Polytechnic students can be identified as possible determinants of job performances among graduate youths at the labour market.

These assertions have been made of a Polytechnic graduate without any internal examination of how he complete his studies. If all these have been said of what becomes a good product, then it should have been exceptionally good to produce a Nigerian Polytechnic graduate where all the advantages available in the media resources of Audio Visual were approximately provided and optionally used in teaching and learning. There should have been more and better academic and technical performance to the advantage of Nigerian economy and to the intrinsic advantages of the graduates.

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