



A Survey of Media Resources Utilization by Lecturers in Colleges of Education, South-West Nigeria

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Abstract

Media resources utilization is important for effective and efficient teaching in colleges of education in Nigeria but not all lecturers frequently utilize media resources in their teachings due to the unavailability and inaccessibility of some media resources. Many studies have examined media resource utilization by lecturers in the universities but few have researched this topic in the context of colleges of education especially those that are state-owned. Therefore, the present study investigated the frequency of media resource utilization in state-owned colleges of education in South-West Nigeria. The study is anchored on Media Richness Theory. A multi-stage procedure was adopted to select 812 lecturers for the study. Data were collected through a validated and reliable structured questionnaire with a Cronbach alpha coefficient = 0.96. Data was subjected to descriptive statistics of frequency counts, mean, percentage and standard deviation. The results reveal that textbooks, (\bar{x} =4.45) ranked highest among the print media resources, chalk/whiteboard, (\bar{x} =4.01) ranked highest among the non-media resources and radio, (\bar{x} =3.69) was the most frequently used electronic media resource by lecturers in the colleges of education. It is recommended that the college authority should work in collaboration to make sure seminars and workshops on media resources utilization are constantly organized for lecturers to improve their skills in the use of media resources for teaching and learning.

Keywords: Media Resources Utilization, Lecturers of Education, in Nigeria, Accessibility to Media Resources, ICT Integration in Education

Introduction

The vision and policy on teacher education in Nigeria brought about the establishment of colleges of education, Hence, the college of education can be described as the institution for teacher preparation. Colleges of education train pre-service teachers to acquire the Nigeria Certificate in Education (NCE) on a full-time and part-time basis. Based on the policy of the federal government of Nigeria on educational standards, the teacher is seen as the flag bearer of quality education and since education is the primary tool for the overall development of the society, it is then mandatory for college of education lecturers to pursue the vision according to National Commission for Colleges of Education (2009). In training pre-service teachers in the college of education, media resources or Information and Communication Technology (ICT) is important in the generation and imparting of knowledge, attitude and skills to students.

Media resources are particular forms or means of communication which are used by teachers at any level of education to present educational information to students in a way to promote the development of cognitive, affective and psychomotor domains of students. Media are symbol systems that teachers use to present knowledge and tools for sharing such knowledge with others. Some of these media are found in the library, media or ICT centres, Media cannot be abandoned due to the interactive function they perform. Media resources are vehicles for presentation, implementation and evaluation of curriculum by lecturers and include audio, visual and audio-visual resources which could be employed in the classroom to promote teaching effectiveness and improve learning outcomes (Egunjobi & Ogunwuyi, 2018).

Many experts in national, regional and international fields of Teacher Development, School Library and Information and Communication

Technology believed that media resources are necessary for supporting effective training and development of pre-service teachers (NCCE, 2011). This is more reason why the policy on education favours the establishment of libraries and media centres in all institutions of learning. The collaboration between the Ministry of Education and Science and Technology on workshops on the utilization of media resources in the library and media centres is yielding a positive result. Also, contextualizing ICT into instructional activities of the colleges of education in promoting the utilization of media resources for a continuum approach for professional practices and development of lecturers in the colleges of education for the 21st century is a remarkable effort (FGN, 2013., NCCE, 2011).

Media resources utilization in the college of education depends on many factors such as availability, accessibility, power supply, cost of technology, management and maintenance of media resources, and motivation to use media. Other factors are technical know-how or operational knowledge, awareness on the part of the lecturers, gender, age and work experience, creative and innovative ability, and time constraint on the part of the lecturers among others (Quadri, 2008., Taiwo, 2009., Ashaver & Igyuve, 2013). The aforementioned factors could affect the frequency of media resource utilization in the colleges of education.

However, on the issue of availability and accessibility, a number of researches have been conducted showing that media resource utilization depends so much on these two factors (Jude and Dankaro, 2012; Taiwo, 2008; Olajojo, 2013). The availability and accessibility of media resources in the Library, laboratories and media centres are essential for accreditation, approval and functioning of colleges of education in Nigeria. Hence, the National Commission for Colleges of Education made it compulsory for all colleges of education to establish the Centre for Educational Technology (CET), a unit in the School of Education where media resources are acquired, designed, produced, maintained and stored for prompt accessibility and constant utilization.

Literature Review

This study is anchored on Media Richness Theory developed by Draft & Lengel (1986). They present the effectiveness of the communication channel used by matching the richness of a medium and equivocality of the task. The theory shows that the quality or richness of information can reduce uncertainty and

equivocality in an organization. Uncertainty is viewed as a lack of information while equivocality is the state of confusion or lack of understanding of situations. The richness of a medium of communication is perceived as a situation in which immediate feedback, multiple cues, language variety, and personal focus are promoted communication. The theory is most effective in face-to-face communication and can apply to any institution of learning including colleges of education to eradicate the lack of understanding of instructional content.

Some studies had examined the frequency and extent of media utilization (Mukono & Tambo, 2000; Oyedele, Rwambiwa & Mamvuto, 2013., Olajojo 2013). Effective utilization of media resources has been regarded as a better way of imparting knowledge than lengthy explanations by teachers. The use of varied teaching methods complemented by varied media is vital in concept formation by learners (Oyedele, et al, 2013). The frequent and regular utilization of magnetic boards, felt boards, photographs, charts, models and real objects and audio media such as CDs, DVDs and radio have been proven to super-charge the meaning of words and sound. Also, regular or frequent utilization of audio and visual resources by teachers is effective in developing students' communication skills, teacher's ability to enhance students' participation in teaching and enhancing choice of colour and engagement in appealing activities (Natoli, 2011). These media were also found to be effective in teaching and giving a dimension to teaching (Tella et al 2007).

According to Oluwatobi, Ehiogbae, Aluko-Arowolo & Onasote (2014), the most frequently used library materials are the online database, dictionaries, books and encyclopedias which are used daily while the least used material was the CD ROMs database. The death of current and updated information for research in school libraries is attributed to poor levels of developing electronics information resources (Afolabi 2007). CD ROM databases are of a greater value over print media resources provided the system is networked as people can access information without coming to the library (Darkwa et al 2007). But Andrew (2014), submitted in a study that the utilization of electronic media resources such as radio, television, and video was below expectation and the use of the internet, computers, DVDs, VCDs and VCRs have not been fully implemented in the training of pre-service teachers.

It was shown in essence that printed media are not effective as other media because audio media

help in imagination while projected media help in the utilization of colour, overlays, demonstrations, animation and enlargements. Other projected media such as episcopes, video cameras, video cassette recorders and computers of various kinds (electronic media) are essential to increase teaching effectiveness in the classroom when frequently utilized (Oyedele et al. 2013). Oyedele et al, (2013), also reported that 50% of teachers agreed that educational media and technology (EMT) were very important in teaching while 50% also agreed that EMT were useful in school teaching. Furthermore, Oyedele et al, (2013), showed that 66% of the teachers agreed that they utilized media as an obligation. This implies that majority of the teachers produced and utilized media resources while 33% disagreed. And 83.4% disagreed that there was adequate and functioning of EMT while 16.6% were not sure about adequacy of functioning of EMT.

Oloajo (2013) found that textbooks, dictionaries, newspapers and maps, were frequently utilized while wall charts, pictures, directories, real objects/samples, yearbooks, magazines and journals were fairly utilized by the teachers of social studies. The research further established that printed materials are mostly utilized by teachers of social studies. It was also discovered that the use books on websites and printed journals were mostly utilized. Similarly, Woo, (2005) showed in a study involving the use of printed resources and electronic resources that 68.8 percent of the respondent prefer the use of journals online compared to 31.2 percent which prefer to use printed journals. Electronic mail (internet resource) is seen as the most important resource or service that was utilized because it increases cooperation with colleagues.

Ashaver & Igyuve, (2013) study on the use of audio and visual materials in the teaching and learning of colleges of education in Benue state, showed that the college's collection of audio-visual resources was not encouraging. This is represented by 40% of the population. The collection of the audio-visual resources in the library was poor but the supplementary centres such as laboratories and the media centre of the college are equipped with media resources (audio and visual) to a high standard. It was further shown that lecturers' use of audio-visual materials is not excellent because 23% of the lecturers often use audio-visual resources while 51% rarely use and 26% had never used them at all. The Chalkboard was very often utilized while maps, magazines/newspapers cut out, and pictures/photographs are often utilised. Others were either often utilized, sometimes or never utilized. This indicates

that the media resources are not often utilized in the said colleges of education.

This study however has implications for Swank (2011)'s study on the effectiveness of visual materials in learning. He demonstrated that 40% of our concepts are based on visual experience, 25% auditory, 17% tactile, 15% on miscellaneous organize sensation and 3% upon taste/smell. It then becomes clearer why audio and visual resources frequent utilization is highly germane to teaching effectiveness. Audio-Visual resources such as slides, film strips and projectors have been found capable of overcoming physical difficulties of presenting subject matter and bringing climatic conditions of other nations into the classroom (Copal, 2010).

Aduwa-Ogiegbaen & Iyamu (2005)'s study on the assessment of the use of education technology and utilisation of school media in Western Nigeria was remarkable to this study, in the sense that frequency and types of instructional technology utilised by social studies teachers and factors related to the extent of utilisation were investigated. It was discovered that 92% of teachers said they never use instructional technology (media resources). Only 1% of teachers use technology at least once per month, 7% only use computers less than once per month and none of the respondents use instructional technology at least once per week or daily. Furthermore, 87% of the teachers believed that media resources can improve the clarity of lessons and enhance the delivery of content of instruction while 13% disagreed with this submission. The instructional technology investigated were computers, CD-ROM and lesser discs among 200 teachers sampled.

Other studies had established that electronic media such as projectors, social media and the internet among others are utilized by lecturers in higher institutions especially colleges of education. Uloma & Adebawale (2015) submitted that social media such as YouTube, Academic Edu and LinkedIn were highly and mostly used by the lecturers to access information, get research ideas and monitor research trends but least used for organizing information seeking research and grants collaboration. In a similar study, Thapanne (2015) showed that lecturers mostly used social media in higher education courses,, mostly through internet use on devices such as notebooks and desktops. Then, mobile technology usage in instructional delivery in colleges of education was reported by Anaza (2017) and digital tools were utilized by lecturers for instructional delivery (Olanrewaju & Odewumi, 2018) but

Fakomogbon, Olanrewaju & Soetan (2015) in another study submitted that media resources were adequately provided and moderate awareness was established but not media resources were frequently utilized in colleges of education in South-West, Nigeria. Slide presentation, use of projector and internet utilization significantly influenced knowledge transfer among lecturers (Awolugba, Opele & Chibueze, 2020).

Statement of the Problem

It is observed by the researcher that not all lecturers are frequently using media resources in the colleges of education. Therefore, the present study investigated the frequency of media resources (print, non-print and electronic) utilization in state-owned colleges of education in South-West, Nigeria.

Objectives of the Study

The main objective of the study is to investigate the frequency of media resources (print, non-print and electronic) utilization in state-owned colleges of education in South-West Nigeria. The specific objectives are to:

- i. Determine the frequency of print media resources utilization in state-owned colleges of education in South-West Nigeria;
- ii. examine the frequency of non-print media resources utilization in state-owned colleges of education in South-West Nigeria;
- iii. find out the frequency of electronic media resources utilization among lecturers in state-owned colleges of education in South-West Nigeria.

Research questions

The following research questions were answered in the study.

1. How frequent are lecturers in state-owned colleges of education, in South-West Nigeria utilising print media resources?
2. How frequent are lecturers in state-owned colleges of education in South-West Nigeria utilising non-print media resources? and
3. What is the frequency of electronic media resources utilization among lecturers in state-owned colleges of education in South-West Nigeria?

Methodology

Research Design

The descriptive survey research was adopted for this study

The population of the Study

The population of the study consisted of 1,354 lecturers spread across all the state-owned colleges of education in South-West Nigeria.

Sample and sampling technique

The multi-stage procedure was adopted. The population was clustered around the six colleges of education considered for the study. The lecturers were selected from all the five schools common to the colleges of education using a stratified sampling technique and 60.0 % (812 lecturers) were sampled using a proportionate to size sampling technique. They were sampled as follows: College of Education Ikere-Ekiti (81), Adeniran Ogunsanya College of Education, Lagos (192), College of Education, Ilesa (108), College of Education, Ila-Orangun (118), Emmanuel Alayande College of Education, Oyo (140), Tai Solarin College of Education, Omu-Ijebu (173). This is based on Krejcie and Morgan (1970) who recommended a sample size between 5 and 10% for a population that is in thousand and a sample size of 384 out of 20,000.

Research instrument

A structured questionnaire designed by the researcher was used for data collection in the study. It is tagged Media Resources Utilization of Lecturers Questionnaire (MRULQ). It is divided into two sections. Section A focuses on the socio-demographic data of the lecturers in the colleges of education in South-West, Nigeria such as age, gender and work experience while Section B contains 44 checklists of media resources utilized by the lecturers in colleges of education. This scale was used to assess the frequency of utilization of the listed media resources by the lecturers. It is structured in 5 Likert formats ranging from Daily, Weekly, Bi-monthly, Monthly and Never.

Validation and reliability of the instrument

The structured questionnaires were given to media experts at the Centre for Educational Media Resource Studies, and the Department of Educational Technology, the University of Ibadan for their suggestions on the appropriateness of the items. Based on their criticisms, items in the questionnaire were modified. The trial-testing of the first and the second

questionnaire was carried out on 50 lecturers in Michael Otedola College of Education, Epe, Lagos State to find out their reliability coefficients. The data collected were subjected to the Cronbach Alpha coefficient. The reliability coefficient of the questionnaire (MRULQ) was 0.96.

Procedure for data collection

The questionnaire was administered by the researcher with the help of research assistants. A letter of introduction was written to seek permission for questionnaire administration in the selected colleges. The researcher paid a preliminary visit to the colleges of education that participated in the study to solicit the permission of the relevant school authorities to administer the questionnaires. The administration of the questionnaire was done by the researcher for four months with six research assistants. Out of 812 copies of the questionnaire administered or distributed to the lecturers only 742 representing (93.0%) were retrieved while 710 (91.0%) were found appropriate for analysis.

Methods of data analysis

Descriptive statistics such as simple percentages, frequency counts, mean and standard deviation were used to analyze research questions.

Findings

Table 1 shows the answer to the research question raised in this study

In Table 1, the findings indicates that textbooks, (\bar{x} =4.45) ranked highest among media resources being utilised by the respondents and was followed by dictionaries, (\bar{x} =4.35) and Newspapers, (\bar{x} =4.07), while career album/bag (\bar{x} =3.23) was the least item followed by yearbook (\bar{x} =3.25) and poster, (\bar{x} =3.42) among utilized media resources.

Table 2, presents the summary of answer to research question two raised in the study.

From Table 2, the findings show that chalk/white board, (\bar{x} =4.01) ranked highest among the media resources being used by respondents, closely followed by real object/ specimen, (\bar{x} =3.87) and notice board, (\bar{x} =3.74) and simulation material (\bar{x} = 3.44). While globe (\bar{x} =3.27) drum (\bar{x} =3,41) were seldomly being utilised.

Table 3 presents summary of answer to research question three raised in the study.

Table 3 reveals that radio, (\bar{x} =3.69) television,

(\bar{x} =3.60), desk/Lap/Palmtops, (\bar{x} =3.56) and mobile phones, (\bar{x} =3.48), ranked highest among the list of electronic media resources being used by the lecturers while opaque projector (\bar{x} =2.96), musical instrument, (\bar{x} =2.89) and speech trainer (\bar{x} =2.84) were rarely being utilised. This implies that radio, Television, Desk/Lap/ Palmtops and Mobile phones were the major electronics media resources being utilised by the lecturers in the colleges of education in the South-West, Nigeria when this study was carried out.

Discussion

The study found out the frequency of media resources utilisation of lecturers of colleges of education in the South-West, Nigeria. The finding revealed that the most frequently used print media resources were the textbook followed by dictionaries and newspapers while career album/bag reported the lowest medium utilised. This finding supports that of Olojo (2013) and Bahian, (2016) who earlier established in their studies that print media such as textbooks, dictionaries and newspapers were regularly or mostly utilised by teachers but the study disagrees with the findings of Oyedele et al (2013) that printed materials are not effectively utilised compared to electronic media resources.

The outcome was based on lecturers' responses. It implies that the lecturers utilized the textbook because it was easily consulted to form lecture notes. Many of the textbooks contained topics that were stipulated in the curriculum of the colleges of education and they were written based on the approved course contents by the NCCE. Many of the textbooks showed illustrations, diagrams, tables and pictures. Many of the textbooks pointed lecturers to other reference books that could help them to properly prepare and enrich their teaching processes. Dictionaries give meaning to difficult words or concepts in all disciplines. More so, newspapers were also utilised because issues which were related to various subject matters were discussed regularly in the newspapers on daily basis. These issues were consulted by lecturers for instructional delivery while career album /bag and yearbook were not frequently utilised by the lecturers because they were not popular in all disciplines as a result of this, were not frequently utilised by the lecturers.

The chalkboard/whiteboard was the most frequently utilised medium among the non-print media followed by real object/specimen while the lowest media were the globe and drum. The chalkboard/whiteboard was mostly utilized because it was a common medium

Table 1. Frequently Used Print Media Resources Among Lecturers In the State-Owned Colleges of Education in the South West, Nigeria (N=710)

S/N	Print Media	Daily=5	Weekly=4	Bi-Monthly=3	Monthly=2	Never=1	\bar{x}	S.D
1	Textbooks	37 5.2%	10 1.4%	44 6.2%	126 17.7%	493 69.4%	4.45	1.04
2	Dictionaries	18 2.5%	28 3.9%	64 9.0%	176 24.8%	424 59.7%	4.35	.97
3	Newspapers	53 7.5%	52 7.3%	56 7.9%	177 24.9%	372 52.4%	4.07	1.25
4	Diagrams	73 10.3%	40 5.6%	59 8.3%	190 26.8%	348 49.0%	3.99	1.31
5	Charts	63 8.9%	44 6.2%	68 9.6%	221 31.1%	314 44.2%	3.96	1.26
6	Journal	34 4.8%	86 12.1%	118 16.6%	216 30.4%	256 36.1%	3.81	1.19
7	Magazines	65 9.2%	67 9.4%	80 11.3%	238 33.5%	260 36.6%	3.79	1.28
8	Pictures/ photograph	88 12.4%	54 7.6%	86 12.1%	218 30.7%	264 37.2%	3.73	1.36
9	Calendar	101 14.2%	61 8.6%	84 11.8%	158 22.3%	306 43.1%	3.71	1.45
10	Maps	108 15.2%	54 7.6%	72 10.1%	234 33.0%	242 34.1%	3.63	1.41
11	Almanac	120 16.9%	60 8.5%	118 16.6%	160 22.5%	252 35.5%	3.51	1.46
12	Encyclopedia	96 13.5%	87 12.3%	124 17.5%	184 25.9%	219 30.8%	3.48	1.39
13	Posters	120 16.9%	70 9.9%	110 15.5%	214 30.1%	196 27.6%	3.42	1.42
14	Year Book	158 22.3%	78 11.0%	100 14.1%	176 24.8%	198 27.9%	3.25	1.52
15	Career Album/bag	162 22.8%	74 10.4%	91 12.8%	202 28.5%	181 25.5%	3.23	1.51

of teaching. Its frequent utilization was due to the fact that it was easily made or improvised locally, with little financial resources compared to some electronic media resources. It did not need special training and expertise to operate compared to other sophisticated media resources. The real objects/specimens were also utilized by the lecturers because they were easily possessed and available at the cheapest price. The real

object which was utilised in all disciplines ranging from science, social science, art, and vocational studies among others, promoted an effective teaching-learning process that globe that is peculiar to some certain disciplines. This finding has been established in the previous study of Ashaver and Igyuve (2013) that chalkboard utilisation was very often utilised in the college of education compared to the use of audio

Table 2: Frequently Used Non-Print Media Resources among Lecturers in the State-Owned Colleges of Education In The South West, Nigeria (N=710)

S/N	Non-Print Media	Daily=5	Weekly=4	Bi-Monthly=3	Monthly=2	Never=1	\bar{x}	S.D
1	Chalk/White board	66 9.3%	42 5.9%	67 9.4%	179 25.2%	356 50.1%	4.01	1.29
2	Real objects/ specimen	79 11.1%	39 5.5%	76 10.7%	216 30.4%	300 42.3%	3.87	1.32
3	Notice board	92 13.0%	46 6.5%	85 12.0%	216 30.4%	271 38.2%	3.74	1.37
4	Simulation material	131 18.5%	64 9.0%	83 11.7%	225 31.7%	207 29.2%	3.44	1.46
5	Drums	155 21.8%	52 7.3%	81 11.4%	193 27.2%	229 32.3%	3.41	1.53
6	Globe	142 20.0%	74 10.4%	135 19.0%	166 23.4%	193 27.2%	3.27	1.47

Table 3 Frequently Used Electronic Media Resources Among Lecturers In the State -Owned Colleges of Education in the South West, Nigeria (N=710)

S/N	Print Media	Daily=5	Weekly=4	Bi-Monthly=3	Monthly=2	Never=1	\bar{x}	S.D
1	Radio	128 18.0%	50 7.0%	62 8.7%	146 20.6%	324 45.6%	3.69	1.53
2	Television	125 17.6%	61 8.6%	74 10.4%	164 23.1%	286 40.3%	3.60	1.51
3	Desk/lap/palm tops	127 17.9%	60 8.5%	64 9.0%	208 29.3%	251 35.4%	3.56	1.48
4	Mobile phone	126 17.7%	94 13.2%	88 12.4%	119 16.8%	283 39.9%	3.48	1.54
5	DVD player	154 21.7%	62 8.7%	85 12.0%	171 24.1%	238 33.5%	3.39	1.55
6	I PADS	136 19.2%	82 11.5%	98 13.8%	174 24.5%	220 31.0%	3.37	1.50
7	I PODS	158 22.3%	70 9.9%	108 15.2%	149 21.0%	225 31.7%	3.30	1.54
8	Overhead projector	169 23.8%	64 9.0%	94 13.2%	149 21.0%	234 33.0%	3.30	1.58
9	Internet resources	148 20.8%	90 12.7%	104 14.6%	147 20.7%	221 31.1%	3.29	1.53
10	VCD player	166 23.4%	62 8.7%	106 14.9%	175 24.6%	201 28.3%	3.26	1.53
11	Mps Players	165 23.2%	70 9.9%	118 16.6%	140 19.7%	217 30.6%	3.25	1.55
12	Record Player	201 28.3%	70 9.9%	50 7.0%	133 18.7%	256 36.1%	3.24	1.67
13	Cameras	194 27.3%	68 9.6%	80 11.3%	152 21.4%	216 30.4%	3.18	1.61
14	SD/VCD/DVD ROM	166 23.4%	80 11.3%	114 16.1%	163 23.0%	187 26.3%	3.18	1.52

S/N	Print Media	Daily=5	Weekly=4	Bi-Monthly=3	Monthly=2	Never=1	\bar{x}	S.D
15	Video Player	204 28.7%	74 10.4%	70 9.9%	123 17.3%	239 33.7%	3.17	1.66
16	Cassette Player	204 28.7%	82 11.5%	50 7.0%	151 21.3%	223 31.4%	3.15	1.65
17	Multimedia projector	199 28.0%	84 11.8%	98 13.8%	132 18.6%	197 27.7%	3.06	1.59
18	Slide projector	216 30.4%	78 11.0%	80 11.3%	137 19.3%	199 28.0%	3.04	1.63
19	Film strip projector	225 31.7%	68 9.6%	88 12.4%	144 20.3%	185 26.1%	2.99	1.62
20	Interactive board	213 30.0%	81 11.4%	92 13.0%	149 21.0%	175 24.6%	2.99	1.59
21	Opaque projector	227 32.0%	76 10.7%	86 12.1%	142 20.0%	179 25.2%	2.96	1.61
22	Musical instruments	224 31.5%	100 14.1%	66 9.3%	168 23.7%	152 21.4%	2.89	1.58
23	Speech trainer	216 30.4%	115 16.2%	68 9.6%	187 26.3%	124 17.5%	2.84	1.52

and visual resources.

Among the electronic media resources, radio and television were the most utilized. This finding supports. The finding supports Natoli (2011) and Oyedele et al (2013) that audio and visual media promoted teaching and learning activities in school. Radio was most frequently utilized for instructional delivery because it offered a wide range of opportunities for group and individualized learning. It was utilized mostly because it can be operated on a dry battery and cheap to purchase by lecturers and school authorities and requires a low source of power. The lecturers found it effective to deliver instructions involving verbal information which promoted the teaching of mental and motor skills. As an audio medium, learning is effective in producing response drills in many disciplines, the precision of speech, mental imagery formed by music and sound effect which is good for teaching the blind. It was less expensive and assisted in communicating with a large number of students compared to speech trainers and musical instruments that are peculiar to language and music disciplines.

Television was utilized to supplement the defect of radio by producing visual materials apart from sound effects. The television was used to offer images that print media resources could not offer and it helps in producing information that is emotional which develops the experience of the learners. The lecturers utilized television because it offered information in a multiform in the sense that it produces images,

motion, sound and texts that promote learners' experiences. Lecturers also utilised it to aid the comprehension ability of learners as a result of the combination of sound and visual images it produced. But the study contradicts Ashaver & Igyuve (2013) who indicated that audio-visual resources were not frequently utilized in colleges of education even when the media centre and the laboratory in colleges of education were equipped with audio and visual media resources. Also, Aduwa-Ogiegbaen & Iyamu (2005) showed that a larger percentage of teachers did not utilise instructional technology for instructional delivery and Andrew (2014) that utilization of electronic media resources such as radio, television and video was below expectation. Then, Thapanne (2015); Awogbemi, Opele & Chibueze (2020) showed that slide presentations, projectors and the internet were mostly utilized to influence learning and digital tools were frequently used for instructional delivery (Olanrewaju, & Odewumi, 2018).

Conclusion

The study presented background evidence to support the topic of this study and the reasons for investigating media resource utilization among lecturers in the state-owned colleges of education in the South-West Nigeria. Relevant literature were reviewed to establish the conceptual base upon which the study was designed. The literature is reviewed to show the theoretical works and empirical studies

backing the study. Data collected was analyzed with appropriate methods. The finding of the study showed the frequency of utilization of print, non-print and electronic media resources of the lecturers in the state-owned colleges of education in South-West Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are proffered.

1. Efforts should be made by educational agencies and school authorities to increase lecturers' awareness of the need for media resource utilization in instructional delivery. They should charge the media experts in the Centre for Education Technology in the school of education to assist the lecturers to design, produce and use media resources for instructional resources.

2. Serious efforts should be made by the National Commission for Colleges of Education (NCCE) to practically encourage the college of education lecturers to frequently utilize media resources. Verbal direction to use media resources without proper monitoring of lecturers' media resources utilization every semester should be discouraged. The lecturers should be motivated by supplying all necessary media resources in their areas of specialization especially those that cannot be easily improvised.

3. It is recommended that all colleges of education should be compelled to organize seminars and workshops constantly on the need to frequently use media resources for effective and efficient teaching activities in colleges of education in Nigeria.

4. The government should provide more funds to procure more media resources in colleges of education to encourage utilization of media resources and,

5. The authority of the college of education should make evidence of media resource utilization by lecturers a promotion criterion. This could be done through an assessment of lecturers' media utilization on regular basis.

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Declaration of Conflict of Interest

This research was conducted in the absence of

any commercial or financial relationships that could lead to a conflict of interest.

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