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Utilization of Library Audiovisual Resources for Effective Teaching and Learning in Three Colleges of Education in Enugu State

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Abstract

This study examined utilization of library audiovisual resources for teaching and learning in three colleges of education in Enugu State, Nigeria. The study was guided by three objectives and three research questions. Relevant literature was reviewed. The study employed descriptive design. The population of the study was all educational technologists, librarians and lecturers. Data were collected through questionnaire. Data were analysed using mean and standard deviation. Findings showed that perception by teachers include to: improve method of teaching, sources for creativity/innovation, sources for in-depth thought/knowledge, problem solving tools, sources for effective communication, sources for gathering ideas, and reflective thinking tools but not for recreational activities. Some challenges are: insufficient publications toward popularizing the usefulness of audio visual resources in teaching and learning, lack of enabling environment for audio visual resources, and high cost of audiovisual resources. These hinder the utilization of audiovisual resources in the colleges of education in Enugu State. Some strategies to promote utilization of audiovisual resources in the three colleges of education in Enugu State were suggested. These include encouraging publications of more work on the use of audio visual resources in teaching and learning, provision of enabling environment for the utilization of audio visual resources, cost of audiovisual resources should be subsidized by the government among others. It is therefore recommended among others, that several publications toward popularizing the usefulness of

Keywords

Education, Colleges of Education, Audio visual Resources, Teaching and Learning

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audio visual resources for effective teaching and learning of a digital era should be encouraged.

Introduction

Education is the foundation upon which physical and technological development of any nation rest. It is the greatest investment that any nation can make for quick development of its human and material resources and indeed a tool for life preparation and integration of the individual into a sound and effective citizen. In the fulfillment of this fact, Federal Ministry of Education was saddled with these responsibilities of coordinating all aspects of non-degree teacher education and carry out

accreditation of all the programmes run in the Colleges using minimum standards. Hence, the National Commission on Colleges of Education (NCCE) was established by the decree, Act no. 3 of 1989. This was because it is imperative for any nation to develop its human and natural resources for the full benefit of its citizen (Aina & Adekanye, 2013). Therefore, Colleges of Education (COEs) have the mandate to produce teachers who are holders of Nigeria Certificate in Education (NCE) for the school system to operate. Aina and Adekanye

(2013) also noted that COEs are one of the tripods of tertiary education in Nigeria which have the primary role of training teachers who will be awarded the minimum teaching qualification of the NCE. By year 2022, there are a total of 205 approved/accredited COEs and other NCE awarding institutions in Nigeria, which include privately owned, Federal and State government owned (<http://www.lasu-info.com>). These COEs and institutions have the mandate to produce quality teachers for lower, middle and upper basic education schools in Nigeria. However, the teachers produced cannot fully realize the aim of being trained as professional classroom teachers without employing effective teaching methods along with utilization of audio visual resources.

Teaching methods comprises of means, strategies, techniques and ways a teacher employs to maximize and facilitate classroom instruction (Aina, & Adekanye, 2013). Urhiewhu, Damaris and Aji

(2015) also opined that teaching methods are opportunities utilized by teachers to effectively deliver their lessons with much clarity and aptness. This implied that they cannot depend solely on talking and reading contents in order to convey knowledge or useful information for the learners to comprehend. There are varieties of teaching and learning resources that are used by teachers to communicate effectively and meaningfully with students/pupils so that learners can understand, retain and apply the experience to achieve educational goals (Omekwu, 2002).

The value of audiovisual materials was perhaps clearly stated by the International Federation of Library Associations and Institutions, that in no circumstance should audio visual resources be regarded as additional luxury materials but rather they should be considered as necessary components in a fully integrated library service (Urhiewhu, Damaris & Aji, 2015). Thus, in developing countries like Nigeria, the provision

of audio visual resources 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 communication is essential for the purposes of communication.

In Nigeria therefore, the condition under which teaching and learning takes place is such that technology must be employed to play an imperative role. Hence, audio visual resources have to be exploited for enhancement of teaching and learning. But, according to Ojobor, Babarinde and Fagbemi (2020) one of the flaws in Nigerian education system is being attributed to inadequate use of library resources including those available in the libraries. So in the context of this paper, audio visual resources refer to non-print materials found in the COEs libraries which both teachers and students can use to enhance teaching learning processes. This means that the non-utilization of audio visual resources could lead to negative consequences on teaching learning process and the standard of education generally. Thus, almost every library user, including students and lecturers in COEs in Nigeria is potential user of audio visual (Omekwu, 2002). Hence, researchers seek to ascertain whether the audiovisual resources for teaching and learning are available and utilized in three COEs in Enugu State. These COEs are Federal College of Education, (FCE) Eha-Amufu, Enugu State College of Education (ESCE) Technical, and Peaceland College of Education (PCE), Enugu.

Purpose of the Study

The purpose of this is to ascertain the utilization of library audiovisual resources for teaching and learning

in Colleges of Education in Enugu State, Nigeria. Specifically, the study seeks to determine:

1. Teachers' perceptions on the use of library audiovisual resources in the three Colleges of Education in Enugu State;
2. Challenges hindering the utilization of library audiovisual resources in the three Colleges of Education in Enugu State;
3. Strategies for promoting the utilization of library audiovisual resources in the three Colleges of Education in Enugu State.

Research Questions

This study was guided by the following research questions:

1. What are teachers' perceptions on the use of library audiovisual resources in the three Colleges of Education in Enugu State?
2. What are the challenges hindering the utilization of library audiovisual resources in the three Colleges of Education in Enugu State?
3. What are the strategies for promoting the utilization of library audiovisual resources in the three Colleges of Education in Enugu State?

Literature Review

Concept of Audio Visual Resources

Audiovisual resources have been defined in different ways by many scholars. For instance, Lucky and Amugen (2014) defined audiovisual resources as those Library resources which do not depend solely upon reading to convey meaning. To

Anzaku (2011), the term audio visual resources is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language. However, Aina and Adekanye (2013) opined that it is the technology that is employed in the resource centers like school and 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. Similarly, Doosuur and Sandra (2020) defined audiovisual resources as adjunct tools and materials used in teaching process in order to facilitate learning. Educationists have also established that this medium is very effective for the promotion and attainment of the objectives of lessons in Nigerian primary and junior secondary schools (Bell-clam & Iyamu, 2015).

In fact, scholars such as Aina and Adekanye (2013) had also looked at audio visual resources from the perspective services as well as teaching process. The former sees it as the technology that is employed in the resource centers like the academic libraries and classrooms for the purpose of students' instruction which when properly used by teachers can revolutionize the teaching process and promote library services. However, the later see audiovisual medium as being very effective for the promotion and attainment of the objectives of lessons in Nigerian primary and junior secondary schools. Audiovisual resources are aids or devices that are used to supplement the teachers' task. It is the view of Dayo as cited by Udensi (2014) that lack of use of audiovisual materials

for teaching in Schools may eventually lead to rote memorization because the child has not developed adequate skills in visual perception of the subjects taught.

Due to rapid advances in technology, audio visual resources come in varieties of format. Dike in Lucky and Amugen (2014) classified audio visual resources into three categories: audio, visual and audiovisual resources. According to scholar, audio resources are common devices that are used in teaching learners by listening and hearing. They are materials that convey meaning through the sense of hearing. Examples of these are telephone, microphone, radio and gramophone as well as cassettes, records, etc. Audio aids have a number of advantages: they provide learners with alternative route to acquire knowledge through their sense of hearing; they are very simple, portable, easy to operate and can be used repeatedly and they are also flexible in terms of a situation where power supply is not consistent. Visual aids on the other hand, are those resources that can be visualized, that is, the resources that can be seen alone. These can be subdivided into two: the projected and the non-projected type. The projected types require a light source for projection. These include films, projectors, episcopes, transparencies, slides, filmstrips etc.; while the non-projected resources include models, display boards, cartoons, posters, pictures, real objects, maps, etc. The combination of audio and visual resources will give the contents of the two groups, audio-visual resources. Each of these items is important to teaching and learning in Colleges of Education. Audiovisual

resources where adequately available and effectively used can make teaching real, reduce verbalization on the part of the teacher, help to explain difficult concepts, increase teacher's efficiency, stimulate interest, motivate learners to learn, create avenues for teachers to detect defects in pupils and extend learning experience.

Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned. Thus the saying: What I hear, I forget. What I see, I remember. What I do, I know (Doosuur & Sandra, 2020). Doosuur and Sandra further noted that there are even types of instructional materials: printed and duplicated materials, non-projected display materials, still-projected display materials, audio-materials, link-audio and still video materials, cine and video materials and computer-mediated materials. It also follows the same line with Aramide and Bolarinwa (2010) who affirm that students make personal provision of audio recordings, pictures, radio, television, multimedia projectors, e-documents, CD-ROMs, computers, telephones, printers, and digital cameras. Thus, it is of paramount importance to also investigate the situation of utilization of the audio visual resources in the COEs system of education in Nigeria.

The Imperativeness of Audio Visual Resources in Teaching and Learning

The need to enhance teachers' commitment to the teaching profession in the teacher education institutions cannot be over emphasized. As pointed out in National Policy on Education

(Federal Republic of Nigeria, 2008) the educational services needed to improve the quality of education in Nigeria should be adhered to by making learning more meaningful for children and developing and promoting an effective use of innovative materials in schools. For Nigeria to produce quality teachers, the starting point is the training institutions such as the COEs. With the development of modern technology, teachers no longer need to depend solely on words to make their meanings clear. The potential teacher ought to be introduced and be involved in the use of up-to-date instruction techniques. The proper use of audiovisual resources according to Fawole (2016) is bound to transform the classroom from a listening and memorizing room to one which is bright, cheerful and more interesting, in that it reduces the danger of verbalism. The aim of teaching with audiovisual resources is to clear those things that are worth learning. That is the statement of dynamic and functional attitudes and it makes the connection between the past and present. The simple fact is that audiovisual resources can enrich the curriculum contents in association with any methods in the teaching learning processes.

Audio visual resources are used by teachers to facilitate effective teaching and better quality of learning by students. These resources are provided to suit the different ways that students learn. While some students learn and retain information that is provided to them through a lecture, others learn better by reading. Other students however absorb information with the aid of visual cues in addition to the lectures and readings. The use of different audio

visual resources assures and provides the students with different learning aids to maximize learning and retain the information given to them. Also, students make use of audiovisual resources in various ways. Urhiewhu, Damaris, and Aji (2015) emphasizes that students use these resource to complete assignments. Similarly, Okiki and Asiru (2011) found that postgraduate students use electronic sources including audio visual resources for research project work, quick access to information, searching for new things, writing term paper, doing course assignments, quality of resources, currency of information, assisting others to get materials, pressure and less expensive. This showed that the postgraduate students used Electronic Information Sources (EIS) because they wanted to excel in their courses of study. Meanwhile in teaching and learning, research has shown that students' learning occurs primarily through interactions with people (teachers and peers) and resources such as textbooks, workbooks, instructional software, web-based contents, homework, projects, quizzes, and tests. The contexts within which these interactions occur are surely important. The effectiveness of teachers, the behavior of peers, and the instructional materials with which students have the opportunity to interact are affected by layers of influences that range from circumstances in the home, to leadership in the school, to the international macro-economy and everything in between.

In spite of the imperativeness of using audio visual resources to enhance teaching learning processes at all levels of education, studies have shown that there are

still challenges associated with provision and utilization of these resources at primary and secondary schools' levels (Ojobor, Babarinde & Fagbemi, 2020). Thus, factors such as inadequacy of the resources, poor funding in schools, erratic power supply, and low expertise among teachers are factors that hinder effective use of audio visual resources. Aramide and Bolarinwa (2010) suggested that infrastructure, including adequate power supply, for the effective application of audiovisual and electronic resources should be put in place and should not be limited to urban areas. Despite these attributes of audiovisual resources, Deang (2012) and Umoru-Onuka (2015) pointed out that schools are affected by non-availability of a resource room for the proper keeping of both the locally manufactured and the commercially purchased teaching aids, thereby limiting their use at the time needed.

From the forgoing, it is therefore important to know whether the audiovisual resources for teaching and learning are available and utilized as applied to the three Colleges of Education in Enugu State. Also, the problems and strategies for enhancing utilization of audiovisual resources in the three COEs under study will be given attention in this study.

The Roles of Audio Visual Resources in Libraries

It is a fact that, in the teacher education programmes, the training focus more on the learner rather than the teacher. So the COEs libraries to some extent provide resources and services similar to media resource centre found in school libraries. In addition to

provision of information resources that support teaching, learning and research, the COEs libraries are also expected to be well equipped with audio visual resources in order to meet the diverse pedagogical methods for effective teaching and learning. Audio visual resources if provided and put into use can make great contributions to effective teaching and learning in the COEs. According to Dike (2017), as part of the library collection, audio visual resources can contribute to education in the following ways:

- i. stimulating interest;
- ii. basing learning in sense experience;
- iii. providing sources of information;
- iv. extending experience;
- v. individualizing instruction;
- vi. affording students an active role;
- vii. developing information and thinking skills - creativity and information literacy;
- viii. and making learning permanent.

From the above it is discernible that, COEs libraries have a crucial role to play towards provision and utilization of audio visual resources to support the principles and practices of handling learning process. In other words, because of the intersection between library and other disciplines, it is of paramount importance that librarians in COEs and the lecturers work together in pursuance of the goals of NCE programme for quality teacher production. For instance, a study by Furfuri and Anka (2021) had established the need for collaborative efforts between practicing librarians and teachers to work together and promote learning in COEs in Nigeria. Hence, the non-

provision and utilization of audio visual resources in COEs libraries can create a huge gap towards effective training of basic education teachers as specified in the mandate that established those Colleges.

Research Method

Design of the Study

The study employed descriptive survey research design.

The area of the study is Enugu State. It is one of the thirty-six (36) States that constitute the country called Nigeria. It is located in South East Nigeria. The choice of Enugu State was considered owing to the existence of Colleges of Education that are training or producing teachers in the state.

The population of the study comprises of one federal, one state and one private College of Education in the State with a total population of six hundred and ninety-six (696) which comprises of thirty-five (35) staff and six hundred and sixty-one (661) students.

The total sample of 105 was used for the study. In order to make up the total sample of the study all educational technologists and librarians were purposively selected based on the number the researchers could lay hands on and manage as at the course of gathering the data.

The major instrument for data collection for this study was the questionnaire. Three research questions were formulated in the questionnaire to guide the study. Cluster one was made of up of ten (10) items which collect data on the teachers' perception about the use of audiovisual resources in teaching and learning. Cluster two made up

of (10) items as to elicit data on the factors hindering the effective use of audiovisual resources in teaching and learning. Cluster three, which was made up of ten (10) items, to collect data on the strategies for enhancing availability and utilization of audiovisual resources in teaching and learning. This brings the total

number of items in clusters 1 - 3 to 29 items.

All data collected through questionnaire were analyzed using mean and standard deviation. Any items ranked 2.50 and above were considered as positive or accepted. While anyone from 2.49 and below (criterion mean) was considered as negative or rejected.

Findings/Results

Table 1: Mean and Standard Deviation of Respondents' on teachers' perceptions to the use of audiovisual resources in the three Colleges of Education in EnuguState (N=105)

S/N	Item Statement	FCE			ESCE			PCE		
		$\bar{X}$	SD	DE C	$\bar{X}$	SD	DE C	$\bar{X}$	SD	DE C
1.	Improved method of teaching	3.1	0.5	A	3.5	0.5	SA	3.2	0.3	SA
		7	1		6	1		5	8	
2.	Efficient method of learning	3.0	0.4	A	3.3	0.4	SA	3.1	0.4	A
		5	9		3	2		5	9	
3.	Effective sources/method of research	2.5	0.4	A	3.7	0.3	SA	3.4	0.4	SA
		0	2		5	8		2	2	
4.	Sources for creativity/innovation	3.0	0.4	A	3.4	0.4	SA	2.9	0.5	A
		5	9		0	9		4	1	
5.	Sources for in-depth thought/knowledge	3.4	0.5	SA	2.9	0.5	A	3.0	0.6	A
		7	0		1	9		0	2	
6.	Problem solving tools	2.8	0.5	A	3.1	0.5	A	3.1	0.5	A
		3	4		3	1		0	2	
7.	Sources of effective communication	3.4	0.4	SA	2.5	0.4	A	2.8	0.4	A
		7	2		6	2		9	9	
8.	Sources for gathering ideas	3.4	0.4	SA	2.9	0.3	A	2.5	0.4	A
		0	9		0	8		2	2	
9.	Reflective thinking tools	2.8	0.5	A	2.4	0.5	A	2.5	0.5	A
		5	0		3	9		0	1	
10.	Good sources of recreational activities	1.4	0.5	SD	1.7	0.5	D	1.0	0.6	SD
		4	4		7	9		8	2	
	Grand Mean	2.9	0.4	A	2.9	0.4	A	2.7	0.5	A
		2	9		7	9		9	0	

Key: A (agree), SA (disagree), SA (strongly agree), D (disagree), Federal College of Education, (FCE) Eha-Amufu, Enugu State College of Education (ESCE) Technical, Peaceland College of Education (PCE).

Table showed the mean and standard deviation on teachers' perceptions on the use of audiovisual resources in the Colleges of Education in Enugu State. Which implies that audiovisual resources are used as perceived by teachers to: improve method of teaching, efficient method of learning, effective

sources/method of research, sources for creativity/innovation, sources for in-depth thought/knowledge, problem solving tools, sources of effective communication, sources for gathering ideas, and reflective thinking tools but not for recreational activities.

Table 2: Mean and Standard Deviation of challenges hindering the utilization of audiovisual resources in the three colleges of education in Lagos State

S/N	Item Statement	FCE			ESCE			PCE		
		$\bar{X}$	SD	DE C	$\bar{X}$	SD	DE C	$\bar{X}$	SD	DE C
1.	Insufficient publications toward popularizing the usefulness of AV resources in teaching and learning	3.1	0.5	A	3.5	0.5	SA	3.2	0.3	SA
		7	1		6	1		5	8	

2.	Lack of enabling environment for AV resources	3.0	0.4	A	3.3	0.4	SA	3.1	0.4	A
		5	9		3	2		5	9	
3.	High cost of audiovisual resources	2.5	0.4	A	3.7	0.3	SA	3.4	0.4	SA
		0	2		5	8		2	2	
4.	Inadequate skills to use audiovisual resources by lecturer/students	3.0	0.4	A	3.4	0.4	SA	2.9	0.5	A
		5	9		0	9		4	1	
5.	Lack of monitoring bodies within and outside the school environment	3.4	0.5	SA	2.9	0.5	A	3.0	0.6	A
		7	0		1	9		0	2	
6.	Lack of maintenance culture	2.8	0.5	A	3.1	0.5	A	3.1	0.5	A
		3	4		3	1		0	2	
7.	Inadequate funding of audiovisual provision	3.4	0.4	SA	2.5	0.4	A	2.8	0.4	A
		7	2		6	2		9	9	
8.	Lack of up to date resources	3.4	0.4	SA	2.9	0.3	A	2.5	0.4	A
		0	9		0	8		2	2	
9.	Lack of incompatibility	2.8	0.5	A	2.8	0.5	A	2.8	0.5	A
		2	0		1	9		5	1	
10.	Irregular power supply	2.7	0.5	A	2.5	0.5	A	3.0	0.6	A
		9	4		7	9		5	2	
	Grand Mean	2.9	0.4	A	2.9	0.4	A	2.7	0.5	A
		2	9		7	9		9	0	

Key: A (agree), SA (disagree), SA (strongly agree), D (disagree), Federal College of Education, (FCE) Eha-Amufu, Enugu State College of Education (ESCE) Technical, Peaceland College of Education (PCE).

Table 3: Mean and Standard Deviation on strategies for promoting the utilization of audiovisual resources in the three Colleges of Education in Lagos State

S/N	Item Statement	FCE			ESCE			PCE		
		$\bar{X}$	SD	DE C	$\bar{X}$	SD	DE C	$\bar{X}$	SD	DE C
1.	Researchers should be encourage to publish more work on the use of AV resources in teaching and learning	3.2	0.4	SA	3.0	0.4	A	2.9	0.3	A
		7	4		8	8		1	8	
2.	Enabling environment should be provided for the provision and utilization of the AV resources	3.4	0.4	SA	3.2	0.4	SA	3.3	0.4	SA
		2	1		8	9		8	3	
3.	Government should subsidize cost of Audiovisual resources	3.0	0.5	A	2.9	0.3	A	3.2	0.4	SA
		4	0		2	9		9	2	
4.	There should be a body to monitor the provision and use of the resources	2.7	0.5	A	2.9	0.5	A	3.0	0.5	A
		9	4		7	1		5	5	
5.	Trained and qualified audio-visualizes should be employed to maintain the resources	2.9	0.4	A	2.9	0.4	A	2.9	0.4	A
		7	2		5	1		9	6	
6.	More fund should be provided by the institutions for AV resources provision	3.4	0.3	SA	3.8	0.4	SA	3.5	0.4	SA
		2	8		1	9		1	3	
7.	General survey should always be made before acquiring the resources	2.6	0.4	A	3.0	0.5	A	2.9	0.4	A
		2	9		1	4		8	7	
8.	Programmers and system engineers should be involved in the acquisition process of the resources.	3.1	0.5	A	2.7	0.5	A	2.8	0.4	A
		4	0		4	2		0	2	
9.	Solar energy should be installed to take of fluctuation in the supply of power.	3.0	0.4	A	2.8	0.4	A	2.8	0.5	A
		2	8		1	4		5	1	

Grand Mean	0.4 6	A	3.1 3	0.4 8	A	3.1 1	0.4 6	A	A
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Key: A (agree), SA (disagree), SA (strongly agree), D (disagree), Federal College of Education, (FCE) Eha-Amufu, Enugu State College of Education (ESCE) Technical, Peaceland College of Education (PCE).

The table 2 above revealed the mean and standard deviation on the strategies for promoting the availability and utilization of audiovisual resources in Nigerian Colleges of Education.

The table 3 above revealed the mean and standard deviation on the strategies for promoting the availability and utilization of audiovisual resources in Nigerian Colleges of Education.

Teachers' perceptions on the use of audiovisual resources

Result of the study revealed teachers' perceptions on the use of audiovisual resources in the Colleges of education in Lagos State. This implies that audiovisual resources are used as perceived by teachers to: improve method of teaching, efficient method of learning, effective sources/method of research, sources for creativity/innovation, sources for in-depth thought/knowledge, problem solving tools, sources of effective communication, sources for gathering ideas, and reflective thinking tools but not for recreational activities. The findings also collaborate with Bell-clam and Iyamu (2015) who saw audiovisual resources as credible tools in disseminating distance education. Ngozi, Samuel. and Isaac (2012) saw them providing access to a full range of learning and teaching materials and Natoli (2011) asserted that audiovisual and electronic resources have enhanced distance education. According to Ngozi, Samuel and Isaac (2012) use of

audiovisual and electronic resources in distance education is a landmark in development. Therefore, teachers perceive audiovisual resources use as improved method of teaching, efficient method of learning, effective sources or method of research, sources for creativity/innovation, in-depth thought/knowledge, problem solving tools, and sources of efficient communication.

Challenges hindering the utilization of audiovisual resources

Finding showed that some challenges like: insufficient publications toward popularizing the usefulness of audio visual resources in teaching and learning, lack of enabling environment for audio visual resources, high cost of audiovisual resources, lack of monitoring bodies within and outside the school environment, lack of maintenance culture, irregular power supply etc. hinders the utilization of audiovisual resources in the three Colleges of Education in Lagos State.

Thus, inadequate attention given to audiovisual resources by educational planners, lack of enabling environment for audiovisual resources, high cost of audiovisual resources as well as inadequate skills to use audiovisual resources by lecturer/students are the factors hindering the provision and effective usage of audiovisual resources in Colleges of Education. This is because lack of adequate attention given to the provision and use of the resources as well as poor

environment make it difficult for teachers and students to utilize the resources. It also affects their management. This is in agreement with Doosuur and Sandra (2020) who is of the opinion that supporting infrastructures and human factors are the actual the hindrances to the use of A/V resources

Strategies for promoting the utilization of audiovisual resources

This implies that some strategies like encouraging publications of more work on the use of audio visual resources in teaching and learning, provision of enabling environment for the provision and utilization of the resources, cost of audiovisual resources should be subsidies by Government. Similarly, solar energy should be installed to take care of fluctuation in the supply of power. Academic libraries through TETFund intervention should acquire and could promote the utilization of audiovisual resources in the three Colleges of Education in Enugu State. Thus, National Commission on Colleges of Education (NCCE) should form a body that will be monitoring the provision and use of audiovisual resources for curriculum contents delivery within and outside the Colleges while Management of Colleges of Education should make provision for an enabling environment for the provision and utilization of the audiovisual resources.

Implications of the Study

Audiovisual resources are used for the purpose of Learning/Scholarship, Research, Teaching, Communication, In-depth-thought/knowledge and generating ideas and not for recreational activities. They are

used as perceived by teachers to: improve teaching method, efficient method of learning, effective sources/method of research, sources for creativity/innovation, sources for in-depth thought/knowledge, problem solving tools, sources of effective communication, sources for gathering ideas, and reflective thinking tools. Some challenges like: insufficient publications toward popularizing the usefulness of AV resources in teaching and learning, lack of enabling environment for AV resources, high cost of audiovisual resources etc. hinders the utilization of audiovisual resources in the three Colleges of Education in Lagos State and some strategies like: encouraging publications of more work on the use of AV resources in teaching and learning, provision of enabling environment for the utilization of the AV resources, cost of audiovisual resources should be subsidies by Government, solar energy should be installed to take of fluctuation in the supply of power etc. could promote the utilization of audiovisual resources in the three Colleges of Education in Enugu State.

Conclusion and Recommendations

The result of the review showed that audiovisual resources are used for the purpose of Learning/Scholarship, Research, Teaching, Communication, In-depth-thought/knowledge and generating ideas.

The following recommendation were suggested based on the findings of the study

1. Publications toward popularizing the usefulness of AV resources in teaching and

learning should be encouraged.

2. Colleges of Education in the state should provide more enabling environment for the utilization of audiovisual resources.

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