

**SURVEY OF THE AVAILABILITY AND USE OF
INSTRUCTIONAL MEDIA IN SELECTED PRIVATE
SECONDARY SCHOOL LIBRARIES IN
CALABAR SOUTH LOCAL GOVERNMENT AREA OF
CROSS RIVER STATE**

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ABSTRACT

This study was a survey of the availability and use of instructional media in selected private secondary school libraries in Calabar South local government area of Cross River state. To achieve this aim, three null hypotheses were formulated to guide the study. Literature were reviewed accordingly. Ex-post facto research design was adopted for the study. A sample of 100 respondents was drawn for the study. The instrument used for data collection was the questionnaire. The data were analysed by the using simple percentages in answering the research questions. The results of the analysis showed that in all the hypotheses, the percentage of disagreement for all the five items is higher than 50. This result indicated that student's availability and use of instructional media has a positive significance in their studies. Based on the findings, it was recommended among others that the government should provide students with adequate materials to enhance their productive process in school; library directors should organize the libraries to suit the student while studying, so as facilitate their performance, finally government should prepare well furnished library for the students so as to enable them study effectively in school.

Key Words: Availability, Use, Instructional Media, Secondary school students.

Background to the study

Library, from Latin "Liber" meaning book, is an organized collection of information resources made accessible to a defined community for reference or borrowing. It provides physical, or digital access to materials, and may be a physical building or room, or a virtual space or both.

A library collection include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microforms, CDS, cassettes, video tapes, DVDS, databases, audio books and other formats.

A library is organized for use and maintained by a public body, an institution, corporation or a private individual. Public and institutional collections and services may be intended for use by people who choose, not to or cannot afford to purchase and extensive collection themselves, no individual can reasonably be expected to have, or who require professional assistance with their research. However, there are many types of libraries that exist to meet the information needs of various categories of people in the society. These include; Academic libraries, school libraries, National libraries, Special libraries, Public libraries etc.

In a broader term a school library is defined as an information center located in a school environment or school system with responsibility and task to identify and collect, process, organize, store, preserve, retrieve and disseminate information to the members of the school community.

School library or school library media center, is a library within a school where students, staff and often parents of a public or private school have access to a variety of resources. The goal of the school library media center is to ensure that all members of the school community have equitable access to books and reading, to information and to information technology.

School library is defined by Abiamilade (1995) as an organized collection of books placed in a school for the use of teachers and pupils but usually pupils.

School library is also defined according to Ross of (1989) as an instructional centre supplying not only the basic information materials but also providing incentives, the guidance to make the climate essential and conducive for learning. In this context as observed by Madu (2002), this particular library is referred to as multimedia centre media resources centre using instructional educational technologies to enhance the learning process.

According to Udensi (2004), the existence and availability of instructional media in our school is not in doubt because different kinds of audio visual materials exists in schools, ranging from graphs, charts, cartoons, posters etc. with the availability of these materials, it has been recorded that students learn faster and that they also, create and make for participation and demonstration and sustain students interest and arouse their curiosity. It is pertinent therefore to note that irrespective of the problems encountered through the use of these materials, instructional materials are for teaching because with their availability and proper utilization, students are provided with information and ideas that are fundamentally successful.

Despite the purpose of the availability and utilization of instructional media, there are still some loopholes and difficulties that are encountered while making use of the media which are actually identified as the problems that school libraries face in their acquisition, availability and use of instructional materials in the learning process. Considering this there, one wonders why only few instructional materials are available in private secondary schools libraries and where they exist, are not well utilized.

Udensi (2004) outlined some reasons to be that teachers in secondary schools are expected by the authority to provide the materials for teaching such as card board sheets for drawing etc, and most teachers do not know the advantages of using these instructional materials in learning process. Other issues are lack of qualified teachers, competent hands to handle available instructional materials. And lack of interest by teachers to use the materials provided.

Therefore, the availability and use of instructional materials in secondary school libraries form the bedrock for this research.

Statement of the problem

Technology is a necessity in the modern world. A competent graduate teacher will be the solution to present attempts to technologies. As a response to questions raised by scholars, the manner of teaching witnessed in schools might be a direct reflection of the type, level and manner of training university graduate teachers receive. Indeed the ratio of a government's domestic product spend on education is very high. In the case of Kenya, the Ministry of Education consumes the highest allocation of the total budget annually. In such a situation, the best should come from this wanton expenditure. All round teachers who are innovative and adaptive to different teaching/learning circumstances should be produced by the universities. Indeed a high premium is placed onto a university trained teacher.

Instructional media include a wide range of instructional devices designed to provide realistic imagery. The types include chalkboard, photographs, computer, real objects, and models (Talabi, 2001). Instructional media provide the sound basis on which concepts and ideas can be concretized. Moreover, the more interactive the teaching and learning process the more effective the creation of meaning in whatever is taught.

From all indications, students taught with instructional media such as models, and real objects in addition to the chalkboard, absorbs more knowledge from such demonstrations they see and the exercises they do with the resources. Students thus understand what they are taught better and faster than where teachers use textbooks and chalkboards in classrooms, as well as teaching by the lecture method.

Enormous benefits can be derived from the use of instructional media at all educational levels. Charts, models, real objects, textbooks and other illustrations can help to bridge the gap between teaching and learning.

Conventional instructional resources are not generally available in many Secondary school libraries in Nigeria. Even where such resources are available, some teachers lack the requisite skills and creativity to use them effectively in their teaching. Some teachers also lack innovation in finding suitable local substitutes to help their students to understand their lessons.

Lack of pictorial support for class discussions lead to the teaching of abstract lessons, misunderstanding of concepts and skills, and ineffective learning that negatively affects learner performance and output in terms of what is taught and learned by means of instructional materials. This research was carried out to understand what and how instructional media are used by private secondary school teachers in the Calabar South, Cross River State.

Objectives of the study

The main purpose of this study was to make a survey of the availability and use of instructional media in selected private secondary school libraries in Calabar South Local Government Area of Cross River State. Specifically, the study seeks:

- 1) To find out whether the private secondary schools' libraries are adequately provided with instructional media.
- 2) To identify the range of available instructional media in secondary schools libraries.
- 3) To determine how these materials are organized and managed.

Research Methodology

The research design adopted for this study is ex-post facto design. The research area for the study is Cross River Local Government Area. The population of this study comprises five selected private secondary school libraries students in Calabar South Local Government Area of Cross River State. A multi-stage non-probability sampling technique involving the purposive and accidental sampling techniques was adopted for this study. The sample of this study is made up of one hundred (100) students. Twenty (20) students were randomly selected from each of the five (5) chosen secondary schools in Calabar South Local Government Area. The main instrument used for data collection was the questionnaire. The questionnaire was divided into two main sections. Section A was designed to collect the respondents' personal data. Section B is a twenty (25) item four point Likert-type scale designed to measure availability and use of instructional media in selected secondary school. The validity and reliability of the instrument were properly ascertained by three educational research experts.

RESULTS AND FINDINGS

TABLE 1
Demographic indices of respondents

Variables	No. of respondents	Percentage (%)
Gender		
Male	33	33
Female	67	67
Total	100	100
Age		
Below 15	55	55
16-19	26	26
20 and above	19	19
Total	100	100
Class		
SSI	29	29
SSII	28	28
JSSI-JSS III	43	43
Total	100	100
School		
Urban	73	73
Rural	27	27
Total	100	100

Sources: Field survey, 2013.

The results in Table 1 shows that 33 (33%) of the total respondents were male; while 67 (67) were for female. For age, the result shows that 55 (55%) were below 15, 26 (26%) were between 16-19 years, while 19 (19%) were between 20 and above.

Similarly, for student class, the result shows that 29 (29%) respondents were SS I, 28 (28%) were SS II and 43 (43%) were for JSSI-JSS III. This result shows that a greater percent of respondents were JSSI-JSS III. In school location, the result shows that 73 representing (73%) were students who were selected from the Urban schools, while 27 (27%) were those in the rural areas. The result further shows that the urban students are more in number than the rural students.

Presentation of results

This section deals with the analysis of the three research questions directing the study. The data are presented in Tables using descriptive statistics of frequency and simple percentage. The frequencies for 'Strongly Agree' and 'Agree' were merged to have agreed frequency, and that of 'Disagree' and 'Strongly Disagree' were also merged to have a single frequency for 'Disagree'.

Research question one

What is the pattern and frequency of use of the media for teaching and learning by the teacher?

To answer this research question, responses to items 1-5 of section B on the questionnaires were analyzed. The result of the analysis is presented in Table 2.

TABLE 2
Response of the respondents on the pattern and frequency of use of the media for teaching and learning by the teacher(N=100)

S/N	ITEMS	RESPONSES				Total %	
		A		D			
		f	%	f	%		
1	My teacher normally use video recording in teaching.	59	59	41	41	100	100
2	My teacher uses visual material in teaching.	64	64	36	36	100	100
3	The use of video recording by my teacher make the lesson concrete.	60	60	40	40	100	100
4	My teacher always use graphics, audio visual and projectors in classroom.	58	58	42	42	100	100
5	My teacher uses video recording to make social study lesson easier to understand.	59	59	41	41	100	100

From Table 2, it can be observed that 59 representing 59% of the total respondents believed that teacher normally uses video recording in teaching, while 41 (41%) disagreed. Also, 64 (64%) agreed that teacher uses visual materials in teaching, while 36 (36%) disagreed. Again, 60 (60%) believe that the use of video recording by the teacher makes the lesson effective; 40 (40%) disagreed. Also, 58 (58%) agreed that teacher always uses graphics, audio visual and projectors in classroom; while 42 (42%) disagreed. Finally, 59(59%) agreed that the teacher uses video recording to make social study lesson easier to understand, while 41(41%) did not.

The results of the analysis indicate that the percentage of agreement for all the three items is higher than 50. This implies that student's availability and use of instructional media is significantly positive.

Research question two

Are the materials available appropriate to the teaching and learning needs of the teachers and students?

To answer this research question, responses to the items 6-10 on section B on the questionnaire were analyzed. The result is presented in Table 3.

TABLE 3
Results of responses of the respondents on whether materials available are appropriate to the teaching and learning needs of the teachers and students (N=100)

S/N	ITEMS	RESPONSES				Total %	
		f	A %	f	D %		
6	My teacher allows us access to materials.	59	59	41	41	100	100
7	My teacher accesses visual and prints resources adequately.	64	64	36	36	100	100
8	My teacher and I access video recording to make lessons more interesting.	60	60	40	40	100	100
9	My teacher finds it difficult to access when there are no materials.	58	58	42	42	100	100
10	My teacher has access to printed materials than electronic and projectors.	59	59	41	41	100	100

From Table 3, it can be observed that 59 representing 59% of the total respondents believed that teacher allows access to materials, while 41 (41%) disagreed. Also, 64 (64%) agreed that teacher access visual and prints resources adequately, while 36 (36%) disagreed. Again, 60 (60%) believe that teacher and I access video recording to make lesson more interesting; 40 (40%) disagreed. Also, 58 (58%) agreed that teacher finds it difficult to access when there is no materials; while 42 (42%) disagreed. Finally, 59(59%) agreed that teacher has access to printed materials than electronic and projectors, while 41(41%) did not.

The results of the analysis indicate that the percentage of agreement for all the three items is higher than 50. This implies that student's availability and use of instructional media is significantly positive.

Research question three

How adequate are the media facilities for teaching and learning in the school?

To answer this research question, the items 11-15 of the questionnaire were analyzed. The result of the analysis is presented in Table 4.

TABLE 4
Results of responses of the respondents on media facilities for teaching and learning in the school (N=100)

S/N	ITEMS	RESPONSES					
		A		D		Total %	
		f	%	f	%		
11	My teacher make available materials for us as in textbooks.	53	53	47	47	100	100
12	My teacher provide available resources that lead to concrete learning.	60	60	40	40	100	100
13	My available material enhances communication in the class.	51	51	49	49	100	100
14	My teachers available materials provide experience upon which other learning can be developed.	50	50	50	50	100	100
15	My teacher use available material and create socio-cultural and technological variables that have meaningful impact on learning.	56	56	44	44	100	100

The result in Table 4 revealed that for Item 11, 53 (53%) of the total respondents agreed that my teacher make available materials for us as in textbooks, while 47 (47%) disagreed. For Item 12, 60 (60%) agreed that teacher provides available resources that lead to effective learning, while 40 (40%) disagreed. For Item 13, 51 (51%) agreed that the available material enhances communication in the class, while 49 (49%) disagreed. For Item 14, 50 (50%) agreed that availability of materials provide experience upon which other learning can be developed, while 50 (50%) disagreed. For Item 15, 56 (56%) agreed that teacher uses available

materials and create socio-cultural and technological variables that have meaningful impact on learning, while 44 (44%) disagreed.

The result of the analysis indicated that the percentage of disagreement for all the five items is higher than 50. This result indicated that student's availability and use of instructional media has a positive significant in their studies.

Conclusion

Three research questions were formulated and tested in the course of this study. Based on the findings of this study, it was concluded that

1. The pattern and frequency of use of the media for teaching and learning by the teacher is significant.
2. The instructional materials available are appropriate to the teaching and learning needs of the teachers and students.
3. Media facilities for teaching and learning in the school are adequate.

Recommendations

Based on the findings of the study and their implications for the future of educational process and the country as a whole, the following recommendations are made.

1. The government should provide students with adequate materials to enhance their productive process in school.
2. Library directors should organize the libraries to suit the student while studying, so as facilitate their performance.
3. Government should prepare well-furnished library for the students so as to enable them study effectively in school.

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