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Utilization of Media Resources for Instructions among Library Educators in Adult Learning Centers in Awka South LGA

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UTILIZATION OF MEDIA RESOURCES FOR INSTRUCTIONS AMONG LIBRARY EDUCATORS IN ADULT LEARNING CENTERS IN AWKA SOUTH LGA

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Abstract

The study was designed to ascertain the utilization of media resources for instructions among library educators in adult learning centers in Awka South LGA. A descriptive survey research design was used for the study. The sample population comprised of 14 adult educators selected randomly from adult learning center in Awka South LGA using the purposive sampling technique. A structured questionnaire on a four (4) – point Likert scale was used for collection of data. The instrument was subjected to face validation and pilot test using Cronbach Alpha which gave a reliability coefficient value of 0.96. Data collected from the study were analyzed using mean scores. The study found that the current level of integration of media resources for instructional purposes by library educators in adult learning centers such as digital texts, interactive multimedia, online courses and learning management systems (LMS), simulations and virtual reality (VR), and open educational resources (OER) among others was low. The impact of using media resources in adult learning by library educators in Awka South LGA were enhanced engagement with media resources, accessibility and flexibility of media tools, enables personalization of media contents, and improved comprehension, among others. The challenges faced by library educators in utilizing media resources for adult education in Awka South LGA are insufficiency of media resources and infrastructure, poor confidence in the use of media applications, and poor maintenance culture on media resources and its tools, among others. The study concluded that the utilization of media resources for instruction by library educators in adult learning centers in Awka South LGA has emerged as a pivotal endeavor with far-reaching implications. The incorporation of various media resources, including digital texts, multimedia, online courses, and interactive platforms has significantly enriched the learning experiences of library and information science adult learners. The study recommended that adult learning centers should prioritize digital literacy training programs for both library and information science learners and library educators.

Keywords: Utilization; Media resources; Instructions; Library Educators; Adult Learning Centers

Introduction

Media resources encompass a wide range of tools, including audiovisual materials, digital content, online platforms, and multimedia resources, (Downes & McMillan, 2017) which can make learning more engaging, accessible, and adaptable to the diverse needs of adult learners. The utilization of media resources for instructional purposes has witnessed a transformative revolution in adult learning centers across Nigeria. In the rapidly evolving landscape of education, the role of media technology and resources cannot be overstated (McKenna & Meister, 2019). As adult learners who are studying library and information science seek to acquire new skills, enhance existing ones, and adapt to the demands of an ever-changing world, the integration of media resources has become a cornerstone of effective and engaging learning experiences.

The proliferation of media resources, including audiovisual materials, digital platforms, and multimedia content, has redefined the way library and information science adult learners in Nigeria access, process, and internalize knowledge (Bates & Sangrà, 2011). It has ushered in a new era where traditional classroom boundaries are transcended, and learning becomes an inclusive and dynamic endeavor.

This transformation is not only reshaping the delivery of education but is also opening up new horizons for these library and information science adult learners and the library educators to explore and connect with diverse learning opportunities (Anderson, 2008). In a country as culturally rich and diverse as Nigeria, the utilization of media resources among library educators in adult learning centers is a powerful tool for inclusive education, providing access to individuals from various backgrounds, locations, and walks of life.

While the utilization of media resources among library educators in adult learning centers holds great promise, it is essential to understand the current state of affairs and identify potential challenges. According to Laurillard (2002), the level of integration of media

resources for instructions for adult learning in library and information science may be low and the media resources for instructions may not be available in the learning centers. Poor funding to procure the media resources for instructions in the adult learning centers may not be available (Bates & Poole, 2003). The library educators and the library and information science adult learners in the learning centers may not be skilled in the use of media resources for instructions (Khan, 1997). These may have formed the problems in the study.

While the integration of media resources into library and information science adult education programme has been explored in broader contexts, there is a noticeable gap in the specific examination in adult learning centers in Awka South LGA. The motivation for this study is driven by a commitment to improving the quality and accessibility of library and information science adult education in Awka South LGA. In Awka South LGA, there is a need to investigate the extent to which media resources are being used for instructional purposes by library educators in adult learning centers. Therefore, the objectives of the study will be to:

1. assess the current level of integration of media resources by library educators for instructional purposes in adult learning centers in Awka South LGA.

2. explore the perceived impact of using media resources by library educators in adult learning centers in Awka South LGA

3. identify the challenges faced by library educators in utilizing media resources for instructional purposes in adult learning centers in Awka South LGA.

Literature Review

Utilization is the application or the use of something. Gaur (2013) defined utilization as the action of making practical and effective use of something. Here, when the use of something or thing for a purpose has been carried out, utilization has taken place. To "utilize" means to put into use, of something for satisfaction or any other reason. Ifafesobi (2005)

added that utilization is the action of using something, i.e., making practical and effective use of it. For instance, a library is used practically for learning, teaching and research purpose, hence the library here is been utilized. So in order to gain satisfaction from a resource or a service, utilization of such services or resources becomes indispensable. In relation to media resources, utilization media resources is the application

Media resources refer to a wide range of materials, tools, and content used to convey information, ideas, and messages through various forms of media (Gourdin, 2015). These resources play a vital role in education, entertainment, communication, and information dissemination. Media resources encompass a diverse set of materials and technologies that facilitate the creation, distribution, and consumption of content through different forms of media (Barwick & Iles, 2017). They are designed to engage and inform audiences through visual, auditory, or interactive means. According to Valdivia (2015), Media resources can include traditional formats like print, audio, and video, as well as digital formats, such as websites, social media, and multimedia presentations. These resources serve as powerful tools for conveying knowledge, entertainment, and communication, making them essential in today's information-driven society. These media resources are used extensively by library educators

A library educator is a professional who specializes in teaching and facilitating learning within a library setting. According to Field and Sturges (2018), they play a crucial role in helping library patrons, such as students, researchers, and the general public, develop information literacy skills and effectively use library resources. Library educators can work in various types of libraries, including academic libraries, public libraries, school libraries, and special libraries as well as teaching in adult learning centers. According to Radford (2014), the role of library educators in adult learning programs are:

- Information Literacy Instruction: Library educators in adult learning programs teach adults how to find, evaluate, and use information effectively. This may include conducting workshops, one-on-one sessions, and creating online tutorials tailored to adult learners.

- Curriculum Development: They collaborate with instructors and program coordinators to integrate information literacy and library research into the curriculum for adult learners.

- Resource Access: Library educators help adult learners navigate library collections, databases, and digital resources, ensuring they can access relevant materials for their learning needs.

- Digital Literacy: In addition to information literacy, they may assist adults in developing digital literacy skills, helping them use technology and online resources effectively.

- Outreach and Promotion: Promoting library services and resources to adult learners is essential, including organizing events, creating marketing materials, and engaging with program participants.

- Professional Development: Library educators in adult learning programs may also facilitate training and development opportunities for adult learners who are enhancing their skills or seeking career advancement.

Library educators working in adult learning programs play a vital role in helping adult learners develop information literacy skills and access resources for personal and professional development. Library educators are typically required to have a strong understanding of library systems, information resources, and pedagogical techniques (American Association of School Librarians (AASL), 2018). Many hold advanced degrees in library science, such as a Master of Library and Information Science (MLIS) or a related field, and they may also have

teaching certifications or training in educational methods. These library educators who carry out teaching task in adult learning programmes in adult learning centers are expected to have skills in instructional delivery to the library and information science adult learners in the adult learning programmes. With a view to the development of new technologies in library and information science education, library educators in recent time is engaging library and information science adult learners with media resources which can be used to access various instructional materials. These media resources are sometimes delivered to the library and information science adult learners through online learning, use of social media, e-learning apps, and application of Information Communication and Technology (ICT) (Bates & Sangrà, 2011). The use of these media resources is very effective for library and information science adult learning.

Media resources for adult learning encompass a wide range of tools and materials that are designed to support and enhance the learning experiences of adult learners (Knowles, Holton & Swanson, 2015). These resources can take various forms, including print, digital, audiovisual, and interactive content. Media resources for adult learning refer to a diverse array of educational materials, both traditional and digital, utilized to facilitate the learning process for adult learners (Moore & Kearsley, 2011). These resources are intentionally designed to convey information, promote understanding, and engage library and information science adult learners in meaningful and effective ways. They serve as valuable aids in formal and informal adult education settings, including classrooms, online courses, workshops, and self-directed learning environments.

Media resources for adult learning can include the following according to Beldarrain (2006):

- Print Materials: Books, journals, manuals, pamphlets, and study guides that provide written content for adult learners to read and reference.

- Audio Resources: Audio recordings, podcasts, and audiobooks that allow adult learners to listen to content, lectures, or discussions, promoting auditory learning.

- Visual Materials: Visual aids, infographics, diagrams, charts, and images that help adult learners grasp complex concepts and data through visual representation.

- Video Resources: Educational videos, documentaries, instructional videos, and multimedia presentations that provide visual and auditory content, often enhancing engagement and comprehension.

- Interactive Software: Educational software, simulations, e-learning modules, and gamified applications that enable adult learners to actively engage with content and participate in interactive learning experiences.

- Online Platforms: Learning management systems (LMS), websites, and online courses that offer access to a wide range of digital resources, including text, multimedia, and interactive content.

- Social Media and Forums: Online communities, social media platforms, and discussion forums where adult learners can collaborate, share knowledge, and engage in peer-to-peer learning.

- E-books and Digital Texts: Electronic books, digital textbooks, and e-learning materials that can be accessed on e-readers, tablets, and computers, providing portability and convenience.

- Adaptive Learning Systems: Technology-based systems that personalize learning experiences by adapting content and activities to individual adult learners' needs and progress.

- Open Educational Resources (OER): Openly licensed educational materials, including textbooks, videos, and courses, available for free or at low cost.

Media resources for library educators play a vital role in addressing the diverse learning needs and preferences of library and information science adult learners, enabling them to acquire new knowledge, develop skills, and achieve their educational goals effectively and efficiently.

Methodology

A descriptive survey research design was used for the study. A descriptive survey design is a study that aims at collecting data on something and describing it in a systematic manner. This involves collection of data on a representative population of the target audience, on which generalization is made (Nworgu, 2015). The area of the study is adult learning centers in Awka South LGA. The sample population comprised of 14 library educators selected randomly from adult learning centers in Awka South LGA using the purposive sampling technique. A structured questionnaire on a four (4) – point Likert scale was used for collection of data for this study. The instrument was subjected to face validation and pilot test using Cronbach Alpha which gave a reliability coefficient value of 0.96. The researcher employed the use of 2 library educators as research assistants from Nnamdi Azikiwe University Awka. The study used on the spot method of distribution and data collection from the respondents at the adult learning center. Data collected from the study were analyzed using mean scores

Analysis and Discussion of Findings

Research Question 1: Current level of integration of media resources by library educators for instructional purposes in adult learning centers in Awka South LGA?

Table 1: Responses on the current level of integration of media resources by library educators for instructional purposes in adult learning centers

S/NO	Items	Mean	Decision
1	Audio Materials	2.11	Low extent
2	Video Materials	2.16	Low extent
3	Digital Texts	2.09	Low extent

4	E-books and digital textbooks	2.55	High extent
5	Interactive Multimedia	2.02	Low extent
6	Online Courses and Learning Management Systems (LMS)	2.14	Low extent
7	Web-Based Resources	2.80	High extent
8	Social Media	2.73	High extent
9	Mobile applications	2.88	High extent
10	smartphones and tablets	2.74	High extent
11	Simulations and Virtual Reality (VR)	1.66	Low extent
12	Open Educational Resources (OER)	1.39	Low extent
13	Streaming and Live Webinars	2.15	Low extent
14	Gamification and Serious Games	1.62	Low extent
15	Audiobooks	2.14	Low extent
16	Text-to-Speech Technology	1.23	Low extent
17	Educational Software and Tools:	1.13	Low extent
18	Educational TV	1.88	Low extent
19	Radio Programs	1.10	Low extent

In Table 1, the current level of integration of media resources by library educators for instructional purposes in adult learning centers such as audio materials, video materials, digital texts, interactive multimedia, online courses and learning management systems (LMS), simulations and virtual reality (VR), open educational resources (OER), streaming and live webinars, gamification and serious games, audiobooks, text-to-speech technology, educational software and tools, educational tv, and radio programs was low. However, only e-books and digital textbooks, web-based resources, social media, mobile applications, smartphones and tablets were integrated by library educators in the adult learning centers. This result is in line with the findings of Bates and Sangrà (2011) who asserted that the level of integration of media resources for instructions has been poor due to lack of media resources such as interactive multimedia, online courses and learning management systems (LMS), virtual reality (VR), and open educational resources (OER). Keengwe, Onchwari and Wachira (2008) in agreement with the findings noted that educators are having issues with the integration of media resources such as streaming and live webinars, gamification and text-to-speech technology,

Research Question 2: Perceived impact of using media resources by library educators in adult learning centers in Awka South LGA

Table 2: Responses on the perceived impact of using media resources by library educators in adult learning centers

S/NO	Items	Mean	Decision
1	Enhanced Engagement with media resources	2.86	Agree
2	Accessibility and Flexibility of media tools	2.69	Agree
3	Enables Personalization of media contents	2.76	Agree
4	Improved comprehension	2.65	Agree
5	Improves efficient Learning	2.62	Agree
6	Access to Diverse Content	2.74	Agree
7	Convenience and Cost Savings	2.80	Agree
8	Immediate feedback	2.73	Agree
9	Enhances real-World Application	2.88	Agree
10	Promotes collaborative Learning	2.74	Agree
11	Enhances multimodal Learning	2.66	Agree
12	Increased Motivation to library educators	2.69	Agree

In Table 2, the perceived impact of using media resources by library educators in adult learning centers are as agreed by all the respondents are enhanced engagement with media resources, accessibility and flexibility of media tools, enables personalization of media contents, improved comprehension, improves efficient learning, access to diverse content, convenience and cost savings, immediate feedback, enhances real-world application, promotes collaborative learning, enhances multimodal learning, and increased motivation to library educators. This result is in line with the findings of Clark (1994) who stated that educators can benefit from their use of media resources through the enhancement of their learning abilities in the adult learning programme. In agreement with the above findings, Moorhouse and Cunningham (2014) also stated that the use of enables media resources can enable the personalization of media contents so that the educators can easily adopt them for their instructional delivery

Research Question 3: **Challenges faced by library educators in utilizing media resources for instructional purposes in adult learning centers in Awka South LGA?**

Table 3: Responses on challenges faced by library educators in utilizing media resources for instructional purposes in adult learning centers

S/N	Items	Mean	Decision
1	Not all library educators are proficient in using digital devices	3.23	Agree
2	Insufficiency of media resources and infrastructure	3.12	Agree
3	Poor confidence in the use of media applications	3.15	Agree
4	Erratic power supply	3.02	Agree
5	Poor maintenance culture on media resources and its tools	2.90	Agree
6	Low usage literacy skills of media tools	3.05	Agree
7	Lack of technical support to use media resources	3.12	Agree
8	High cost of data to use online media resources	3.02	Agree
9	Poor funding to procure media resources	3.22	Agree
10	Low library educators' attitude to the use media resources	2.98	Agree
11	Library educators may resist adopting new technology	3.11	Agree

In Table 3, the challenges faced by library educators in utilizing media resources for instructional purposes in adult learning centers as agreed by the respondents are that not all library educators are proficient in using digital devices, insufficiency of media resources and infrastructure, poor confidence in the use of media applications, erratic power supply, poor maintenance culture on media resources and its tools, low usage literacy skills of media tools, lack of technical support to use media resources, high cost of data to use online media resources, poor funding to procure media resources, low library educators' attitude to the use media resources, and library educators may resist adopting new technology. This result is in line with the findings of Guri-Rosenblit (2005) that found that the challenges faced by educators in utilizing media resources for adult education were poor funding, and lack of media resources for instructions in the adult learning centers. Also, Graham (2006) in support of the above results, found that poor power supply, lack of skills in usage of media resources, and low internet connection in the adult learning centers were part of the challenges faced by library educators in utilizing media resources for adult education

Conclusion

The utilization of media resources for instruction by library educators in adult learning centers in Awka South LGA has emerged as a pivotal endeavor with far-reaching implications. The incorporation of various media resources, including digital texts, multimedia, online courses, and interactive platforms has significantly enriched the learning experiences of library educators. These resources can cater for the diverse learning styles and preferences, fostering engagement and interaction. Media resources have introduced a new level of flexibility and accessibility to adult learning. Library and information science learners can access materials and courses at their convenience, enabling self-paced learning and accommodating work and life commitments. Similarly, adult learning centers have efficiently managed educational resources through the digitization of materials, reducing costs associated with print resources and expanding the range of available content. In conclusion, the integration of media resources by library educators in adult learning centers has marked a significant transition toward more accessible, interactive, and flexible education. The experiences and insights gained from this study have provided a foundation for further research and continuous improvement in the field of library and information science adult education. It is clear that the partnership between technology and education will continue to shape the landscape of adult learning, offering new horizons for personal and professional development.

Recommendations

From the data analysis and conclusion of the study, it can be recommended that:

1. Adult learning centers should prioritize digital literacy training programs for both library and information science learners and library educators. This will ensure that all stakeholders are proficient in using media resources effectively.

2. To bridge the digital divide, institutions should work to improve access to technology, including computers and internet connectivity to library educators, especially in underserved adult learning centers.

3. Adult learning centers should promote the adoption of blended learning models, combining face-to-face instruction with online resources. This approach provides the benefits of both traditional and digital learning for library educators to use on their library and information science learners.

4. Library educators should have access to continuous professional development opportunities to enhance their knowledge and skills in using media resources for instruction.

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