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AUDIO-VISUAL RESOURCES IN LIBRARY: AN ENHANCING TOOL FOR EFFECTIVE TEACHING AND LEARNING IN PRIMARY SCHOOLS IN NSUKKA L.G.A

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AUDIO-VISUAL RESOURCES IN LIBRARY: AN ENHANCING TOOL FOR EFFECTIVE TEACHING AND LEARNING IN PRIMARY SCHOOLS IN NSUKKA L.G.A

Introduction

Primary education serves as a solid rock upon which other levels are firmly build. It is a level where pupils learn the foundational skills in literacy and mathematics which determine their success in upper levels of education (UNESCO 2008). As the firmness and solidity of a building depend on how strong the foundation is, so is a child's educational career. The success and levels of a child's educational career depends on the primary level. Primary education therefore, is a vital component of Nigeria education system that requires handling with great care and caution. Casual handling of primary education does not only relegate the educational standard but also encumbers the nations socio-political, cultural, and economic activities which inevitably undermine national development. The automatic admission of pupils into Primary one and automatic promotion of pupils into the next class, even when they fail, has worsened the standard of education in the country (Andzayi, and Ikwen (2014).

One of the flaws in Nigerian system of education is being attributed to inadequate use of library and its resources. The library in this setting is the school library which is found in institutions such as nursery, primary and secondary schools with the role of developing and improving the intellectual capacity of pupils. In line with this, Ramesh and Maranna, (2016) pointed out that a school library is an information center located in a school environment for the purpose of providing information services to support teaching and learning process of the school. It involves the collection of books and non-book materials usually organized in a spacious form for pupils/students and teachers to have easy access to improve teaching/learning, be involved in recreational activities, to develop personal interest and

interpersonal relationship. In this study, emphasis is laid on the non-print materials that the school library holds among which is audiovisual resources.

Audio-visual resources are non-print instructional materials that command the attention of dual sense organs to promote effectiveness in teaching and learning process. They are the product of advanced technology, some of which usually require special equipment to operate, (Adebowale, and Adekanye, 2013). Audio-visual resources include television, computer and films and the like. These resources are capable to ensure effective teaching which improves skill acquisition and retention among learners especially at the prime level. The use of audio-visual resources in teaching and learning will move teaching method from rote method (teacher center method) to a more innovative and enriched method known as “child center method”. Child center method of teaching is a method used in conquering the limitations characterizing the traditional method of teaching. Child center method makes a child an active participant in a classroom setting as it encourages pleasurable learning through the use of audio-visual resources and other instructional devices.

However, despite the roles of audio-visual resources in teaching and learning, Adakole, Eiriemiokhale, and Nnaji (2016) reported that the resources are always provided at a very low level in most schools in the country, which eventually affect the standard of teaching and learning. Due to the poor state of audio-visual resources in the study area, teaching in most of the primary schools is still based on teacher-centered method – a method that pays less attention to pupils’ individual needs and makes them passive learners. According to Gibson (1997) such teaching method is abstractive in nature. Gibson explains that, an abstract nature of teaching does not relate the learner to the real world; it neither helps them to think about realistic situation nor encouraged them to generate and pose their own solution. For this reason, most pupils become unmotivated and unconnected thereby developing negative

attitude towards learning which consequently affects their academic performance. This backdrop therefore necessitated the need for this study on audio-visual resources in library:

enhancement tool for effective teaching and learning in primary schools in Nsukka local government area.

Statement of Problem

Research evidence has shown that audio-visual resources is a key factor to effective teaching and learning at primary level of education. The multifarious value the resources in teaching and learning process cannot be overemphasized. It arouses the child's interest, sustains learning, extends imagination and simplifies abstractive nature of concepts under discussion; which makes it easier for teachers to impart substantive knowledge to the learners. It also individualizes learning and encourages the learner to develop the skill of critical thinking, problem solving and collaboration. However, despite the contributions of audio-visual resources in teaching and learning, most schools in the study area are yet to enjoy its potentials probably due to insufficient fund to provide the resources, inadequacy and incompetency in its usage. Inadequate use of audio-visual resources deters effective teaching and learning at primary level, which consequently lowers academic performance of the pupils and their zeal to higher education. if nothing is done to create awareness on the need to use audio-visual resource in teaching and learning at primary school the nation's labour force will be affected in the long run and the entire nation will suffer poor socio-political and economic development. It is against this background that this study aims at investigating audio visual resources in library as an enhancement tools for effective teaching and learning in primary schools in Nsukka Local Government since study of this nature has not been carried out in the study area.

Purpose of the study

Generally, the study investigates the extent to which audio visual resources in library enhance effective teaching and learning in primary schools in Nsukka Local Government area of Enugu state; while specifically it seeks to:

1. identify the audio visual materials available in school library in the study area
2. assess the relevance of audio visuals resource in teaching and learning process
- 3.. identify factors that impede adequate use of audio-visual resources to promote effective teaching and learning at primary school level
4. to determine the consequences of inadequate use of audio-visual resources in teaching/learning at primary school level

Literature Review

Audio Visual Resources in Library

The term audio visual audio visual is a basic instructional tool for developing pupils learning skills. It can also be seen as an instructional system which uses the operations of the scientific and technological equipment combining both visual projections and sound productions to provide tangible experiences to learners (Idris, 2015). According to Anzaku (2011) audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language. In the words of Sing (2005) they are those devices which by sight and sound increase the individual's experience beyond that acquired through reading alone. Similarly, audio visual can be defined as those instructional resources that simplify the meaning of abstractive concepts by integrating dual sense organs (sight and hearing) in teaching and

learning process. School library housed various kind of audio-visual resources which include computer, video tape, film/slide show, television, projector, and motion picture etc. However, some of these materials requires the use of equipment to release their latent value while some do not.

Regardless the nature of audio-visual resources Umar (2014) reveals that their role in education is to achieve the following objectives: to enhance teachers' skill which help to make teaching and learning process effective; to make learners active in the classroom; communicate them according to their capabilities; to make pupils/students good observers; to develop essay and understandable learning material; to adopt child centered teaching and learning method and to involve intimation in objectives. In addition to the above objectives, Ciaseali, and Marchis (2008) are of the view that audio visuals resources individualize learning through the use of digital media; motivate and facilitate learning through the use of symbols and spatial representation which are attractive in nature; deepens learning, through different ways of illustration; develop cross skills and competencies through efficient communication, solving problems; critical thinking; collaboration; and using technologies; develop attitudes through intellectual curiosity; and responsibility; and as well give a background for a global perspective on the world.

Relevance of Audio Visual Resources in Teaching and Learning

The usefulness of audio visual resources in teaching and learning process cannot be over emphasized as both teachers and students benefit from its worth. This corresponds with Idris (2015) that in teaching and learning, instructional materials have been a triumphant entry, bringing benefits to both teachers and students. Effective use of A.V resources strengthen the teacher's verbalism and enrich his knowledge on the subject matter. Oketunji

(2000) opines that audio-visual materials when effectively used lessen major weakness of verbalism, humanize and vitalize subject matter, proved interesting approach to new topics

and give initial correct impressions, economic time in learning, supply concrete materials needed, stimulate the initiative of the pupils. Commenting on the importance of audio-visual resource to the learners, Ghulam, Khuram, Naqui and Nadeem (2015) maintain that “students can study well when they are inspired properly through different visual aids”. Moreover, visual aids grow the accurate image when students see and hear properly; they provide complete example for conceptual thinking; create the environment of interest for the students; helps to increase their vocabulary and make learning permanent and also extends their imagination beyond the classroom setting etc. Moreover, Oyinloye and Oluwalola (2014) affirm that availability of educational facilities enhances students’ learning by allowing them to be involved in demonstrations and practice which would continue to build their skills. It is therefore, worthy to note that getting hold of the potentials of audio-visuals enhances effectiveness in teaching and learning process. Efficient and effective teaching and learning promote skill acquisition and retention among learners thereby improving the overall academic performance of the learners which in turns prepare them for a brighter future.

Challenges Associated with the Use of Audio Visual Resources in Teaching and Learning Process

It is absurd that despite the ability of audio-visuals to achieve the basic elements in teaching learning process some schools especially those at the study area still do not put the resources in use. However, it has been observed that insufficient funding, lack of competent teachers, lack of awareness; erratic power supply, lack of space, and lack of school library are some of the contributing factors to non-use of audio visual resources in the study area. Previous studies such as the study conducted by Kaswa (2015) and that of Acharu and

Solomon (2014) identified inadequate funding as one of the major challenges to non-availability of instructional materials in schools. Other challenges according to Adakole, Eiriemiokhale and Nnaji (2016) are capital intensive, poor or lack of maintenance, increase in students' enrolment and student attitudes to educational facilities.

Implication of Inadequate Use of Audio-Visual Resources in Teaching and Learning

Teaching and learning at primary level is becoming more theoretical and ineffective in most schools because the equipment/materials required to make the process realistic and effectual are not available or insufficient. Non-use of audio visual resources in classroom setting abridges pupils' rate of understanding which geared towards poor skill acquisition and retention among learners. Consequently, it lowers academic performance of the pupils and reduces their enthusiasm for higher level of education. This assertion coincides with Acharu and Solomon (2014) that inadequate infrastructural facilities and the continuous breakdown and deterioration of the existing facilities for teaching affect pupils' achievement and academic performances. Teaching and learning at primary level may hardly be effective without availability of instructional facilities. This implies that effective teaching and learning is sine qua non to availability of instructional materials needed for the smooth implementation of school curriculum (Adakole, Eiriemiokhale, & Nnaji 2016). Other consequences of inadequate use of audio-visual as pointed out by Okorie (2001) are: Drastic decrease in practical knowledge and performance of students, high rate of unemployment and increase in the rate of societal-ill.

- Drastic decrease in practical knowledge and performance of students; if the basic knowledge needed for acquisition of appropriate skill is not given to a child in the early stage of his life, it will result to decrease of the child's practical knowledge.

- High Rate of Unemployment: A student who cannot further or continue with her study cannot easily establish something for himself. Because he lacks the necessary skills to continue with high education he cannot find a befitting job and therefore remain jobless.

- Increase in the Rate of Societal-ill: skill acquisition will enable a child grow academically from lower level to higher level which will help him to have many job opportunities. But where such child is unable to acquire the basic skill in his lower level of education and at the same time could not continue with his higher education, such a child might end up joining arm-rubbers, prostitution and other social ills because “an ideal mind is devils work shop”.

Research Methodology

Descriptive survey was adopted for the study. The total population of the study is six thousand and fifty (6050) pupils in all the primary schools in Nsukka local government area of Enugu state. Ten (10) primary schools were randomly selected from 118 public primary schools in the study area. A sampling fraction of 10% was used to select a sample size of 605 respondents using the proportionate random sampling technique. Observation check list and questionnaire were the research instruments used for data collection. Six hundred and five (605) copies of the questionnaire were distributed to the respondents and five hundred and seventy-three (573) copies were returned in a usable form.

Table 1: Administration of Instrument (questionnaire) and the Rate of Return

S/N	Schools	Population	Copies Administered	Copies Returned
1	Model Primary School 1	800	80	79
2	Model Primary School IV	850	85	83
3	Union Primary School	1000	100	90
4	Central School Nsukka	1000	100	94
5	Agu-achara Primary School I	400	40	39
6	Agu-achara Primary School II	450	45	44
7	Central School Ede-Oballa	650	65	63
8	Community Primary School 1 Nru	700	70	61

9	St Mark primary School Amagu Obukpa	150	15	15
10	Central school Obukpa	50	5	5
Total		6050	605	573

Result and Discussion

Table 2: Availability of Audio-Visual Resources for teaching and learning in primary Schools

S/N	Items	schools																														Overall Result				
		Available Functional										Available Not Functional										Not Availab										AF	ANT	NA		
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10							
1	Television	√	√	√	√	√								√				√	√	√													√	50%	40%	10%
2	Film/slide show	√	√		√	√			√			√															√	√	√	√				50%	10%	40%
3	Motion Pictures																				√	√	√	√	√	√	√	√	√	√				0%	20%	80%
4	Video tape	√				√						√	√										√		√	√	√	√	√	√				20%	20%	60%
5	Maps/Atlases	√	√	√	√	√	√	√	√														√		√	√	√	√	√	√				100%	0%	0%
6	Computer system	√				√					√	√	√												√	√	√	√	√	√				20%	30%	50%
7	Projector																				√	√	√	√	√	√	√	√	√	√				0%	0%	100%
8	Charts and graphs	√	√	√	√	√													√								√	√	√	√				60%	10%	30%
9	Chalkboard	√	√	√	√	√	√	√	√																									100%	0%	0%
10	Magazines/Newspapers									√	√			√	√								√	√			√	√	√	√				0%	50%	50%
		70%	60%	40%	40%	50%	60%	30%	20%	20%	30%	30%	30%	20%	10%	10%	30%	10%	0%	20%	30%	30%	30%	30%	30%	60%	50%	60%	50%							

The result pertaining availability of Audio-Visual Resources for teaching and learning in primary schools in Nsukka local government area revealed that there are inadequate audio-visual resources to aid teaching and learning in the study area. The study shows that modern facilities such as computer, projector and video tape that has the potential to promote teaching and sustain learning are not available in primary schools in the study area. The finding agrees with Kaswa (2015) that most schools do not have learning aids for promoting the learning outcomes in classrooms. Also, in corroboration to the findings of this study is the finding of Esu and Inyang-Abia (2004) who carried out a study on availability and use of instructional materials on teaching and learning social studies and reported that most schools

were inadequately equipped with instructional materials. In this pretext, therefore, the country's quest for quality education is uncertain since most pupils could develop negative attitude towards learning owing to inadequate facilities to support teaching and learning.

Table 3: Relevance of Audio-Visual Resources to teaching and learning

S/N	Items	VMR	MR	LR	NR	\bar{x}	Remark
1	A means of simplifying difficult concepts for easy explanation	389	160	4	20	3.60	Accepted
2	Enhances skill acquisition and retention as well as the rate of recall of acquired knowledge	335	194	15	29	3.46	Accepted
3.	It is capable to build and sustain learners interest	297	215	17	44	3.34	Accepted
4	An important tool for enriching, visualizing, simplifying, transmitting and accelerating the teaching and learning processes	172	314	70	17	3.12	Accepted
5	Instructional materials arouse interest by attracting attention of the pupils	175	307	20	71	3.02	Accepted
6	With the use of audio visual resources students do not need to buy textbooks	-	30	215	328	1.48	Rejected

KEY: Very Much Relevant, Much Relevant, Less Relevant, Not Relevant

The table above x-ray various relevance of using audio-visual resources in teaching and learning especially at primary level. The table shows that out of the six items highlighted on the table 5 times yielded high mean scores above the index mean of 2.50 in a four-point rating scale. This indicates the respondents' affirmative response on the items as relevance of using audio-visual resources in teaching and learning at primary level (means range between 3.60 and 3.02). the respondents show negative response on item no 3. Which implies that

the use of audio-visual resources does not stop pupils from buying textbooks. The finding of this study is in line with the findings of Idris (2015) that in teaching and learning process, instructional materials have been a triumphant entry, bringing benefits to both teachers and students. It also corresponds with the findings of Ghulam, Khuram, Naqui and Nadeem (2015) that students can study well when they are inspired properly through different visual

aids. Furthermore, Ghulam et al argued that visual aids grow the accurate image when students see and hear properly. The research finding is also in advocacy with Oketunji (2000) that audio-visual materials when effectively used lessen major weakness of verbalism, humanize and vitalize subject matter, proved interesting approach to new topics and give initial correct impressions, economize time in learning, supply concrete materials needed and stimulate the initiative of the pupils. Besides, the findings of Orheruata, Abubakar and Aminu (2014) discovered that without the available infrastructural (instructional) materials students will not perform well. This implies that effective performance of student depends on the availability and use of teaching and learning materials. Students attitudes towards learning

Table 4: Descriptive Statistics of Factors Affecting the Use of Audio-Visual Resources

SN	Items	SA	A	D	SA	\bar{x}	Remark
1	Lack of fund to provide the materials in schools	421	97	10	45	3.56	Accepted
2	Lack of skill/trained teachers to adopt on the new approach of teaching and learning	301	263	5	4	3.50	Accepted
3	Lack of awareness on the need and use of Audio-visual resources in teaching and learning process	309	221	43	-	3.46	Accepted
4	Lack of school libraries	187	375	11	-	3.31	Accepted
5	Erratic power supply	215	233	105	20	3.12	Accepted
6	Teachers poor attitude towards the use of audio-visual resources	168	197	80	128	2.71	Accepted

7	Lack of maintenance culture	112	262	49	140	2.57	Accepted
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KEY: SA=Strongly Agree, A= Agree, D= Disagree, SD=Strongly Disagree

Table 3 above divulges the descriptive statistics of factors affecting the use of audio-visual resources in teaching and learning in primary schools. The table discloses the respondents high mean score (means range between 3.56 and 2.57) on all the outlined items as constraining factors to effective use of audio visual resources in the study area. The finding

of the study is in consonant with Kaswa, (2015) that barriers to use of learning aids were found to be fueled by slim budgetary allocation from the government, from which buying of the aids were found to be of secondary importance after other necessities. Supportively, Acharu and Solomon (2014) argued that inadequate instructional facilities are evidently linked to inadequate funding by governments. Similarly, Udin and Uwaifo (2005) in their study found that most equipment and infrastructure in Nigerian schools are in despair and decay due to poor maintenance culture. Udin and Uwaifo argued that absence of maintenance culture in our school systems has caused a major setback to effective implementation of curriculum. The present finding also coincides with Aina (2000) who identified dearth of skilled teachers and equipment as one of the problems in teaching and learning process.

Table 5: Descriptive Statistics of Implication of Inadequate use of Audio-Visual Resources

S/N	Items	SA	A	D	SD	Mean	Remark
1	Increasing Rate of school drop-outs	317	209	47	-	3.47	Accepted
2	decrease in knowledge and academic performance of pupils	289	200	70	14	3.33	Accepted
3.	It leads to ineffective teaching and learning	253	181	52	87	3.05	Accepted
4.	Decreasing the zeal for further education	205	198	107	63	2.95	Accepted

5.	Increasing rate of unemployment in the country	125	291	77	80	2.80	Accepted
6.	Leads to immoral behavior	54	71	164	284	1.41	Rejected

KEY: SA=Strongly Agree, A= Agree, D= Disagree, SD=Strongly Disagree

The table above reveals the implications of inadequate use of audio-visual resources in teaching and learning in primary schools. The table reveals that excluding item no.6, the mean scores of other items on the table ranges between ($\bar{X}= 3.47$ and $\bar{X} = 2.80$) which

exceeded the index mean of 2.50 in a four-point rating scale. This implies that non-use of audio visual resources in teaching and learning especially at primary level have a lot of setback in the child’s educational career and the country’s economic development at large. The finding of the study agrees with (Adakole, Eiriemiokhale, and Nnaji (2016) that there cannot be effective teaching and learning without the availability of instructional facilities. The findings of the study also correspond with Acharu and Solomon (2014) who after their study reported that inadequate infrastructural facilities and the continuous breakdown and deterioration of the existing facilities for teaching affect students’ achievement and academic performances. In line with the findings of this study Okorie (2001) advocates that the implications of inadequate instructional materials in teaching and learning process ranges from drastic decrease in practical knowledge and performance of students, high rate of unemployment to increasing rate of societal-ill etc.

Conclusion

Based on the research findings it is concluded that audio-visual resources are essential materials in teaching and learning process as their potential for enriching, visualizing, simplifying, transmitting and accelerating teaching and learning process motivate both teachers and learners to achieve their aims. However, it was revealed that audio visual resources were not adequately available and that the few available ones were not adequately put in use due to insufficient fund, erratic power supply and lack of trained teachers to adopt

the new teaching approach in the study area etc. Therefore, insufficient fund, erratic power supply and lack of trained teachers should be viewed as an obstacle that should be overcome in order to promote adequate use of audio-visual resources for pupils to fully optimize and benefit from the new teaching approach.

Recommendations

Based on the research findings the following, the study recommends that:

1. Government should provide adequate fund to school libraries for the purchase of audio-visual and other relevant resources for teaching and learning
2. Teachers should improvise instructional materials when need be
3. Government should sponsor primary school teachers to attend conferences, seminars and workshop to update their knowledge on the new teaching approach
4. Government should employment trained and dedicated teachers that could be able to adopt the new teaching approach especially at the primary level
5. School library should be encouraged in all primary school as it motivates and promotes good reading habit in the learners.

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