Manipulating of Audio-Visual Aids in the Educational Processes in Al-Hilla University College

Dr. Chassib Fanukh Abbas

Abstract--- The present study is about manipulating of audio-visual aids in Al-Hilla University College. The study was based on attaining the following objectives: To evaluate how the library meets the needs of the lecturers in supply of audio-visual aids; the kinds and quality of audio-visual aids available in the college, their frequencies of use and inhibitions and finally what procedures the librarian has adopted in promoting or creating an awareness of the available audio-visual aids in the library. Two sets of questionnaires were administered to staff in order to state the needed information. The researcher also went to the college to observe and also to administer the questionnaire. Through the questionnaire and observation made by the researcher, data were gathered, organized and analyzed using non-parametric statistical devices like percentages and frequencies; mean was also used in research question three for easy analysis and discussion because of the number of the items included. It was finally found out that: The College collection of audio-visual aids is fairly adequate. The lecturers in the college rarely use audio-visual aids in teaching. The whiteboard is the only audio-visual aid frequently manipulated by the lecturers. Non-availability, lack of enhancing infrastructures and human factors are obstacles to the use of audio-visual aids in the college. There are various advantages that learners derive from using audio-visual aids. The awareness of available audio-visual aids created by the librarian is not impressive.

Keywords--- Audio-Visual Aids, Educational Processes, Al-Hilla University.

I. INTRODUCTION

Background of the Study

Webster's Encyclopedia Unabridged Dictionary of the English Language, figures out Audio-Visual Aids as "educational aids directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc used in classroom teachings, library collections or the likes".

The term is also defined by (Dike, 1993) as; those aids which do not base solely on reading to transmit meaning. They may view information through the sense of hearing as in audio aids, sight, as in visual aids or through a combination of senses. Indeed, the variety of such aids is a striking characteristic.

According to (Anzaku, 2011) "the term audio-visual aids is used to refer to those educational aids that may be used to transmit meaning without perfect dependence upon verbal symbols or language". Thus according to the above definition, a reference material does not fall within this grouping of educational aids but an elucidation in a book does. Some audio-visual motifs are in the nature of process and experience, for instance, dramatizing an event or a procedure. Some of the audio-visual aids like the motion pictures demand the use of equipment to appear their

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Dr. Chassib Fanukh Abbas, Assist. Prof., Ministry of Education/Open Educational College.

latent value. Some do not need equipment at all like an exhibit or a study print. This term points out both material things as well as processes such as field trips.

Anzaku (2011:87) further elucidated that audio-visual aids include aids and equipment alike, that aids are regarded to be system of content of potential regard when put to work, whilst equipment or instructions are the means of presenting such content.

The significance of audio-visual aids in the educational process cannot be over emphasized. Below are some of the roles of audio-visual aids.

Basing learning in sense experience,

Extending experience,

Supporting participation,

Stimulating interest,

Individualizes instructions and

Making leaning permanent

1. Basing Learning in Sense Experience

Stressing the significance of audio-visual aids, (Ngozi, Samuel, and Isaac, 2012 :58) unanimously accepted that audio-visual aids are very significance and useful in education because the normal learner gains understanding in terms of various view recorded through the eye, ear, touch and other series. That is to say that audio-visual aids are the equipment through which that function can achieve, that is does not happen in isolation, rather through a balance pattern from any preceptor mechanism that are activated by outward occurrences.

(Eze, 2013:69) also explains that the human being learns more easily and quickly by audio-visual operations than by verbal elucidation alone. His capacity to reach at abstract idea through perceptual expertise is however a phenomenon not obviously stated and perhaps not explicable.

Furthermore, (Oketunji, 2000:46) stated that audio-visual aids when efficiently used have these merits. They reduce principal weakness of verbalism, humanize and vitalize subject matter, supply interesting approach to new motifs and give elementary correct impressions, economic time in learning, provide concrete equipment needed, stimulate the initiative of the learners.

Swank (2011:68). stating the impact of visual aids in leaning, inferred that about 40% of our concepts are depended upon visual expertise, 25% upon auditory, 17% on tangible, 15% upon miscellaous organic sensation and 3% upon taste smell. With the above emphasis, it becomes clearer why audio-visual aids are significance in the educational processes. This is the reason that they bring the various senses contributions together to get 100% clarity.

2. Extending Experience

(Gopal, 2010: 36) emphasized that audio-visual aids assist the teacher to vanquish physical obstacles of viewing subject matter. That is to say, with audio-visual aids, the partition of communication and distance will be broken. The culture and climatic conditions of other states can be brought into the classroom with the help of slides, films,

and projectors. This is significant because, according to Dike (1993: 69) "once the phenomenon is visualized, the picture and knowledge become obvious and permanent".

3. Supporting Participation

(Natoli, 2011: 58) stressed that "audio-visual aids are rich chances for learners to develop communication skill whilst actively engaged in solving meaningful problems". In other words, learners definitely like it more and learn better if they are engaged in significant and appealing activities. For instance, including learners in bulletin board display will support their options of colour and help their comprehending of the concept in question or when they attach the teacher in dramatization of an event or a process.

4. Stimulating Interest

According to (Katherine, 2009:93) "learning happens effactually when the teacher begins to supply learning situation in which a learner will learn because of his natural reactions of the provided aids". During the educational processes, the teacher has to supply the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aids

He also contributed on the role of audio-visual aids in stimulating interest stated that "A friendly, accepting group climate is significant in any educational situations, especially those aids that demand learners to manifest their ignorance and encounter their fellow learners". When there is a climate of acceptance for learning, then learning is stimulated.(Ibid.)

5. Individualise Instruction

Lestage A. (1959) affirmed that audio-visual aids supply a means of individualizing instruction. This he said is possible through programmed teaching and tapes which help the learner to learn at his pace and also to work on his own. Moreover, Dike (1993: 68) stated that the machine frees the teacher to work with individual learners, as he or she is not now demanded to implement common drills. Production of resources by learners is another procedure of individualizing instruction.

6. Making Learning Permanent

Audio-visual aids can function a fundamental role of making educational processes permanent, (Gopal, 2010:45) stated that "audio-visual aids do seem to simplify the acquisition, the retention and the recall of lessons learned, because, they seem to summon the maximum answer of the whole organism to the situations in which learning is done. And perceptual aids readily connect themselves with the unique experiential background of each learner. (Natoli, (2011:68) elucidated that audio-visual aids are significant in the educational processes due to "Having seen something, most people remember, for whatever that thing was, it invokes up an image at a mere mention and can be talked about clearly".

Dike (1993:76) also clarified that learners forget because of lack of interest and chances to manipulate the knowledge they have won later on. Audio-visual aids can therefore participate to the clarity of information submitted by allowing learners to visualize what is learned. Thus the saying:

What I hear, I forget

What I see, I remember

What I do, I know

II. THE PROBLEM

The present research is motivated by the fact that learners do not keep for long or comprehend what they are learnt without audio-visual aids. Such learning does not urge participation and lacks interest or stimulation. Above all, such learning cannot be constant. Yet, there is also evidence of low exploitation and non-availability of audio-visual aids in schools. This research will therefore investigate using audio-visual aids in Al- Hilla University College. So that note will be taken of the hindrances and work towards promoting the use of audio-visual equipment.

1. Aim of the Study

1. The aim of this research is to discover and document the manipulation of audio-visual aids in educational processes in the departments of Al-Hilla University College.
2. It will also assess how the library achieves the needs of the lecturers in supply of audio-visual aids.
3. It will also elicit the types and quantity of audio-visual aids there are in the college library, the inhibitions to their use and the frequency of their use by the teaching staff.
4. It will examine what steps are adopted by the librarian to originate awareness of the available audio-visual aids to the lecturers.

2. Limit of the Study

The study is delimited to the departments of Al-Hilla University College but the findings of the research just like any other research can be used to reshuffle the obstacles in the departments of Al-Hilla University College in the academic year 2017-2018.

The study is also restricted to the use of audio-visual aids in educational processes, their efficiency and capacities in simplifying the flow of information between the lecturer and the learners.

3. Importance of the Study

Audio-visual aids are available for a longtime, but they are often underutilized. It is anticipated that, following the identification of the obstacles to maximum utilization of audio-visual aids in schools, effort will be made to minimize the effectuation of the obstacles and enhance adequate utilization of the available aids. Discoveries from the study will direct lecturers, government, sponsoring bodies and granters on the purchase of not only printed aids but also non-print aids for educational institutions. When the use of audio-visual aids is encouraged, there will definitely by a high require for the aids and the producers will put in the production and even come out with more approaches of applying them to learning. This may tend to expose the learner more to thinking than depending on the lecturer. This study will also pave the way for research into other fields of concern and interest and will give investigators insight into this topic of investigation.

4. Research Questions

1. What kinds and quantity of audio-visual aids are available in the library of Al-Hilla University College?

2. How often do lecturers manipulate audio-visual aids while presenting the material?

3. What kinds of audio-visual aids do lecturers use?

4. What are the obstacles to the use of audio-visual aids in college?

5. What advantages do learners derive from manipulating audio-visual aids?

6. What procedures has the librarian followed to increase using audio-visual aids among lecturers?

1. The General View of Audio-Visual Aids

Prostano and Prostano (1982:54) elucidated that the time immemorial, audio-visual aids existed but were not integrated into educational system". According to them, the appearance of audio-visual aids is long but it is the use that has been limited until in the 1960s and 1970s that libraries realized the use of these aids and began incorporating them into the library collections for future use. Summer stressing on the appearance of the aids showed that "before man developed speech as a means of communication, he expounded himself in terms of drawings, signals and symbols". The point here is that the use of audio-visual aids began as early as man's civilization started. This is apparent in their endeavor to communicate ideas. Green (1965: 79) explains that "in time of antiquity, man acted pictures out rocks for conveying ideas".

Ani (1990 :37) enhancing the introduction of audio-visual aids noticed that as far back as the 1920s audio-visual aids came to be used in educational process in the United State of America. Dike (1993: 58) states that the different approaches of teaching informally such as observation, participation and the use of the senses are shapes of audio-visual aids in the educational institutes. The child is required to noticed carefully without verbal instructions and to take part in domestic science, craft, and agriculture, the child is able to comprehend knowledge from different fields unconsciously. Thus every child has the right to understand the information especially that which relates to his cultural heritage". It is basically that knowledge and information transfer be effected by using verbal instructions and the preservation of their cultural arts. This is the meaning of the story telling sessions in the educational institutes.

In modern times, the value of instructional aids has been realized of late in this country and attempts are being made by all organs connected with education to see that audio-visual aids are used in educational situations.

III. TYPES OF AUDIO-VISUAL AIDS

Fayemi (1991:59) classified audio visual aids for putting them to work in the classroom. They include the following:

REALIA in Social and Physical Environment

These aids, situations, and the people have to be visited, studied, observed, reacted to and worked with, right in their natural environment. The study of relia may then require field trips, demonstration, experiments and other direct experiences as processes for getting the meaning. They may come into the class in display cases or attached on bulletin boards.

Dramatic performances (portrayal of people, events, procedures) dolls and puppets are produced for use as dramatic models.

Models, Mock-ups Globes, and Relief Maps. These can be purchased or produced by the teachers and learners jointly. Exhibits and dioramas made up of models can be borrowed, purchased or constructed.

Television programmes: This requires television receivers and antenna systems. They can be produced jointly by learners and teacher as learning experiences.

Motion pictures: Projection equipment for accommodation either optical and/or magnetic sound tracks and projection screens are required. Still pictures projection aids include transparencies and micro-projector aids (microscopic slides and microscopic slides and microscopic objects).

Study prints and pictorial illustrations

Radio and Audio programmes, as found in tapes or disk recordings and radio broadcasts.

Graphic aids such as maps, graphs, cartoons, diagrams and charts.

According to (Aina.and Olutade, 2006: 68), the chief visual aids which can be used by the lecturer may be classified as follows:

Pictorial and Graphic Aids
Chalkboard

Textbooks illustrations

Charts

Pictures:

a. Drawing

b. Reproductions

c. Photographic

Maps of various types

Diagrams. Picture language, etc.

Optical Aids
Episcope

Diacopes

a. Standard Lantern

b. Sub-standard slide projector

c. Strip projector

d. Micro-slide projector

16mm Cinematograph
A. Silent
B. Sound
Specimens   (a) Actual objects

          (b) Facsimiles or reproductions

Models

    a. Reduced

    b. Enlarged

    c. Sectional

    d. Working, included real objects

    E.g. school visits, the direct experience, the contrived experience or "Mock-up"

    Dike (1993:58) divided audio-visual aids into:

    Audio aids such as records, tapes and cassettes, and radio broadcasts.

    Visual aids including models, real objects, three dimensional displays, the chalkboard, bulletin board, adhesives, graphs, diagrams, charts, maps, cartons, posters and pictures and projected forms like transparencies, slides, filmstrips and films.

    Audio-visual combinations e.g. films and filmstrips, slides-tape decks, television programmes, videotapes and dramatization.

    Others such as educational programmes/games, programmed instructions, demonstration and field trips.

    From the above we can see that audio visual aids are divided into audio visual and a combination of audio and visual aids and others which are class with audio-visual aids which can either be in a projected or non-projected forms.

IV. THE SAMPLE

    The population of the research consists all the lecturers and learners in Al-Hilla University College. There are about one hundred and thirty six (136) lecturers in the college and one thousand six hundred and seventy five (1,675) learners for the 2017/18 academic year.

Sampling Method

    A total number of sixteen to twenty learners are chosen from each of the departments of the college so as to ensure fairness.

Table 1: Departments and Number of Respondents from Learners and Staff

Departments	Staff	Learners
Department of English	17	20
Department of Pharmacy	16	16
Department of Law	16	16
Department of Dentistry	18	16
Department of Pathological Analyses	17	16
Department of Fine Arts	16	16
Total	**100**	**100**

    This method of sampling is called stratified random sampling. The selection was done to ensure the representation of every department or to proportionately represent each group in the population.

By doing this, learners were randomly given the questionnaire bearing in mind the year of study of each of them so that the information collected will cut across the learners of various levels in the college. To secure this on the part of learners and their staffs (lecturers), their year of study and rank of the staffs, were sought to know before given the questionnaire to them.

These lecturers are made up of different designations ranging from Lecturer I, Lecturer II, Lecturer III, Assistant lecturer, Lecturer, Assistant Prof. and professor. Some of the learners are in part one, some in part two and three.

The sample population is taken from these groups because, they are the people involved with the use of audio-visual aids while educational respectively. For these reasons, they are in a better position to give the required information concerning audio-visual aids as regards their usefulness, availability, how often they are used in teaching and the level of improvisation.

V. INSTRUMENT FOR DATA COLLECTION

The instrument used for data collection consisted of two sets of questionnaire for learners and teaching staff. The questionnaires were designed by the researcher in close consultation with his colleagues. The questions were set to match the research questions in (1.6). The questionnaires were made up of both fixed response and open – ended questions because of the nature of the study which desires to know the forms, aspects and details about the use of audio-visual aids in the college.

There were many categories of options or responses to each question in the questionnaires. These range from very often, often, sometimes, never, very adequate, fairly adequate, rarely, encouraging, fairly encouraging, not encouraging. In completing the questionnaire, 98 copies were returned by the teaching staff.

The number of questionnaire for both learners and lecturers were some (one hundred copies) irrespective of the differences in the population. This is because, the researcher wanted to get a meaningful number of respondents from the lecturers who are supposed to be the actual users of audio-visual aids to teach the learners. The response from the learners is just supplemental to those of the lecturers.

Method of Data Collection

The researcher visited the college to administer his questionnaire and also to observe what audio-visual aids there are in the college. The questionnaires were given by hand to learners and lecturers and collected on the sport within two days.

Method of Data Analysis

The data collected for this research were organized and analyzed. Because the data obtained in the study are mainly descriptive, non-parametric statistical techniques such as percentage, frequencies of numbers converted into percentages, in one case mean is used as means of analysis were used in the analysis. This helped to analyze the answers to the questions in the questionnaire and draw conclusion.

VI. DATA PRESENTATION AND ANALYSIS

Personal Data

The results of the questionnaires are analyzed considering the answers of both the lecturers and learners.

Table 2: Rank of Teaching Staff

No.	Rank of Lecturers	Number of respondents
A	Professors	21
B	Assistant Professors.	16
C	lecturers	18
D	Assistant lecturers	20
E	Teaching Assistant	19
F	readers	-
G	Others	-
	Total	**94**

In answering the above question, twenty one lecturers marked professors, sixteen assistant professors, eighteen lecturers twenty assistant lecturers, nineteen teaching assistant, nothing for readers and others, bringing the number to a total of ninety - four (94).

Table 3: Teaching Subject of Lecturers

S/No.	Teaching Subject	Number of respondents
1	Educational subject	12
2	Methods of Teaching	4
3	Biology	4
4	Applied linguistics	7
5	Fine and Applied Arts	5
6	Theatre Arts	8
7	Economics	4
8	Medicine	8
9	History	7
10	English language	8
11	Religious Studies	6
12	Social studies	10
13	Political science	8
14	General studies	3
	Total	**94**

The above table shows the number of respondents and different teaching subjects who were engaged in answering the questionnaires for the research.

VII. RESEARCH QUESTIONS

Question one

How adequate is the college's collection of audio-visual aids?

Table 4: Adequacy of Audio-Visual aids

Response from Lecturer					
Response	Very adequate	Fairly adequate	Inadequate	response	Total
Frequency	2	22	61	9	94
%	2%	23%	65%	10%	100

Table 4 states that out of the 94 lecturers studied, 65% of them showed that the college's collection of audio-visual aids is inadequate.

The same question was submitted to learners but in another form, - what is the quantity of audio-visual aids in your college?

Table 5: Adequacy of Audio-visual Aids

Response from Lecturer					
Response	Encouraging	Fairly encouraging	Not encouraging	No response	Total
Frequency	10	44	34	10	98
%	10%	45%	35%	10%	100

From the data attained on question I from learners, a total number of 98 learners were studied and 10 percentage of the total number showed that the college's collection of audio-visual aids is encouraging, 45% said it is fairly encouraging and 35% not encouraging, another 10% did not respond to the question. Based on the number that responded to the question therefore, it is clear that learners found the college's collection of audio-visual aids fairly adequate while the lecturers said it is inadequate.

The researcher was also there himself. Observation clarified that the quantity of audio-visual aids available in the college is fairly encouraging. The researcher founded out they have some audio-visual aids in the library which lecturers more often than not use. There is another media centre controlled by a lecturer of the educational technology, which the researcher made effort to see and hear from him to no avail. There is also a language laboratory which established for teaching of English language. To be specific, the library's collection of audio-visual aids is inadequate, but with what the researcher saw in the language laboratory is impressive and same was said of the media centre.

Another question was submitted at the level of improvisation of these aids in the college: which of the audio-visual aids do you improvise? Lecturers when asked the above question replied that they do improvise some of the aids at their reach, improvise as in bringing them from their homes, e.g. such aids like models, maps, magazines, newspapers, radio, specimens, posters, pictures and cassette recorders. 5% of them showed that they do improvise.

Question two

How often do lecturers use audio-visual aids in teaching?

Table 6: Frequency of Use

Response from Lecturer			
Response	Often	Rarely	Never	Total
Frequency	23	50	25	98
%	23%	51%	26%	100

The above table for research question 2 denotes that a good number of the lecturers rarely use audio-visual aids in teaching. According to the table and the data collected, 51% of the lecturers rarely use audio-visual aids, 26% of them don't use or have never used audio-visual aids; 23% often use audio-visual aids. Therefore, it is concluded that the lecturers in the college RARELY use audio-visual aids in teaching.

Questions Three

What kinds of audio-visual aids do lecturers use?

Lecturers were asked how often they use the following A/V aids in teaching. In the analysis of this question, because of the number of items, mean has been chosen to state the figures. The different alternatives for the question are:

Very often   = VO the alternatives were ranked in this

Often   = O order 4, 3, 2, 1

Sometimes   = S

Never   = N

Table 7: Frequency of Use

S/No.	Items	VO	O	S	N	X	Decision
	Responses from lecturer(lecturer)						
1	Posters	23	12	35	24	2.4	S
2	Pictures/photographs	25	16	36	17	2.5	VO
3	Chalkboard	72	6	8	8	3.5	N
4	Cassette recorders	4	3	25	62	1.6	N
5	Disc	4	-	8	82	1.2	N
6	Magnetic boards	4	5	10	75	1.3	O
7	Magazines/Newspapers	40	20	20	14	2.9	O
8	Maps	26	24	18	28	2.5	S
9	Models	27	12	15	40	2.4	N
10	Flannel boards	-	20	20	54	1.6	N
11	Radio	21	4	19	50	2.1	N
12	Slides	2	-	18	74	2.0	N
13	Sound projectors	2	12	8	72	1.4	N
14	Computer	3	17	7	67	1.4	N
15	Television	2	9	18	65	1.5	N
16	Field trips	12	21	20	41	2.0	S
17	Specimens	27	14	2	51	2.2	S

As stated in the data collected and analyzed, the result from the responses attained from lecturers states that chalkboard is the only audio visual aids that is very often used. Three other aids, maps, magazines/newspapers cut out, pictures/photographs are often used, the rest are either used sometimes or never which falls below the criteria mean of 2.5 denoting that audio visual aids are not often used in the college. It is not surprising because, chalkboard is the basic teaching aid which no institution could afford not to use or have.

Question Three

Table 8: Frequency of Use

S/No.	Items	VO	O	S	N	X	Decision
1	Posters	30	26	36	6	2.8	O
2	Pictures/photographs	31	20	35	12	2.7	O
3	Chalkboard	85	8	5	-	3.8	VO
4	Cassette recorders	9	16	16	57	1.8	N
5	Disc	-	8	10	80	1.3	N
6	Magnetic boards	4	1	22	71	1.4	N
7	Magazines/Newspapers	32	28	24	14	2.8	O
8	Maps	45	20	18	15	3.0	VO
9	Models	40	20	17	21	2.8	O
10	Flannel boards	-	8	20	70	1.4	N
11	Radio	8	10	15	65	1.6	N
12	Slides	8	-	15	75	1.4	N
13	Sound projectors	4	4	20	70	1.4	N
14	Filmstrips	4	-	20	74	1.3	N
15	Specimens	47	19	12	20	2.9	OF
16	Television	2	6	16	74	1.3	N
17	Computer	2	6	10	80	1.3	N
18	Field strips	30	16	29	23	2.5	O

The table above states various types of audio visual aids and the response of their utilization presented in mean (X). It states that only maps and chalkboards are very often used by teachers in teaching. The rest are either often used or not used at all but the number of those not used surpasses that number of often used.

Question Four

What are the obstacles to the use of audio-visual aids in the college?

The various factors given by the teachers and learners are categorized under three broad headings for easy discussion and analysis.

Table 9: Obstacles to Use

Available Factors	Frequency	%
Non-availability	44	22.9
Financial constraints	40	20.8
Removal by staff/learners	18	9.4
Inadequate	14	7.3
Non-replacement	6	3.1
Supporting Factors		
Maintenance	42	21.2
No spare parts	12	6.3
No storage facilities	14	7.3
Unstable power supply	18	9.4
Lack of operating aids	6	3.1
Human Factors		
Lack of manpower	58	30.2
No commitment by teachers	8	4.2
Lack of time	10	5.2
Laziness	18	9.4
Lack of awareness of their importance	10	5.2
Learners attitudes towards learning	4	2.1

Percentages were based on number.

The percentages are based on the respondents from learners and lecturers. The three tables are stating different factors that are responsible for the use of audio-visual aids in Al-Hilla University College.

It can be noticed that under the three basic factors under which some of the factors fall, the percentages are very, very, low meaning that availability, enhancing infrastructures and human factors are actually the obstacles to the use of audio visual aids in the departments of the college. The percentages deflect so much from normal.

Question Five

What advantage do learners obtain from manipulating audio visual aids?

The responses given by the lecturers state that there are a number of advantages that learners obtain from the use of audio-visual aids. The responses are represented on the table below:

Table 10: Advantages of Use

S/No.		Frequency	%
1	Quick understanding	121	63.0
2	Makes lesson realistic	32	16.6
3	Learners are glad	16	8.3
4	Learners are interested	17	8.9
5	Learners are motivated	23	11.9
6	Encourages participation	10	5.2
7	Serves as reference aids	23	11.9
8	Makes learning permanent	55	28.7
9	It saves time	33	17.2
10	Makes learning easier	65	33.9
11	Fosters explanations	61	31.8
12	Gives experience	28	14.6
13	Learners learn to operate them	18	9.4
14	Confident of what is taught	4	2.0

Percentage based on numbers

The table above states responses from learners and lecturers on the advantages that learners obtain from using audio-visual aids. The table states frequencies and percentages. The percentages are based on the total number of responses from learners and lecturers. The outstanding advantage as stated by the table is quick understanding, which has 63%. This tells us that although numerous advantages are obtained from audio-visual aids quick understanding weighs more.

Question Six

What procedures has the librarian followed to increase the use of audio-visual aids among lecturers?

Lecturers were asked if they were given any information on available audio-visual aids in the library by the librarian.

Table 11: Information given by Librarian

Response	Yes	No	Total
Frequency	30	64	98
%	32	68	100

The above table clarifies that the amount of consciousness created by the audio-visual librarian is not impressive: 68% of the population showed that no information is given them as per the availability of instructional materials while 32% agree that they are made aware of the available aids in the library by the librarian.

VIII. INTERPRETATION OF DATA

In this section, the findings of this research which fully analyzed in previous section will be discussed. Conclusions are stated, implication of the study for educational purposes and suggestions for further research are pointed out.

Discussion of Results

Question one

How adequate is the college's collection of audio-visual aids?

Table 3 and 4 clarify the findings of the above question. Table 3 contains responses from lecturers and it states

that the college's collection of audio-visual aids is in adequate as it is reflected a 65% of the total population. While table 4, response from learners shows states that collection of audio visual aids in the college is fairly encouraging. This is represented by 45% of the population. There is a contradiction between inadequate and fairly encouraging but this should mark a limitation to the study. However, the researcher's observation is that the college's collection of audio visual aids is fairly encouraging. This is because, although the collection of these aids in the library is very poor, there are two other centers in the college that supplement the library's collections of audio visual aids. These are the language laboratory and the media centre respectively. They are equipped to a high standard and since our question is based on the college in general, it is found worthwhile to conclude that the audio visual collection in the college is fairly encouraging.

Question Two

How often do your lecturers manipulate audio-visual aids in teaching?

Table 6 answered this question by showing that the lecturers' use of audio-visual aids is not excellent. The table denotes that 23% of the lecturers often use audio-visual aids while 51% rarely use and 26% had never used them at all.

Question Three

How often do you manipulate the following audio visual aids?

Table 7and 8 showed data on the utilization of some particular kinds of audio-visual aids in the departments of college. There were 18 items on tables. The instrument for data analysis of this particular research question was mean ($\underline{X}$) and the criteria mean was 2.5. That is any item that falls short of the criteria mean has a negative response to the question. Therefore, table 7 which is responses from lectures shows that only four items have positive response for the questions. These are items 2, often, item 3 very often, item 7 often and item 8 often.

Table 8 responses from learners showed that 8 items have a positive response for the research question. Item 3 and 8 showed very often while 1, 2, 7, 9, 15, 18 showed often. This therefore tells us that although the college's collection of audio visual aids is fairly adequate, there is very low utilization rate.

Question Four

What are the obstacles to manipulate audio-visual aids in the college?

The responses for this question were taken from both learners and lecturers. The frequencies for each factor was put together to reach at one number from both respondents. Table 9 presented data on the obstacles to the use of audio visual aids in the form of frequencies and percentages. The percentages are very low. They deviated so much from an average of 100%. This is to tell us that the obstacles put in table 9 non-availability of audio visual aids, enhancing infrastructures and human factors are highly responsible for the non - use of audio visual aids in the college.

Question Five

What advantages do you think learners derive from manipulating audio visual aids?

Table 10 submitted the data on the advantages learners derive from manipulating audio-visual aids in frequencies

and percentages for respondents from learners and lecturers. The table, presented 14 different advantages that learners derive. However, quick understanding stood as an outstanding advantage among them all. Quick understanding carried 63% of the response while the other factors were below the average of 100 percent.

Question Six

Has the librarian given you information on available audio visual aids in the library?

Table 11 has accurate information of available audio-visual aids in the library. The students' responses stated that the awareness created by the librarian is not impressive. The data stated that 68% of the populations are not given any awareness of the available audio-visual aids.

IX. CONCLUSION

According to the observation and the result obtained, the following conclusions have been drawn:

- There are insufficient teaching aids in Al-Hilla University College.
- The available ones are not effectually utilized by both learners and staff.
- Classical audio-visual aids in the college are not replaced.
- A good number of lecturers do not use audio-visual aids in teaching.

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