

# STUDENTS' ASSESSMENT OF MEDIA RESOURCES UTILIZATION OF LECTURERS IN COLLEGES OF EDUCATION, SOUTH-WEST, NIGERIA

**Babatunde Oyeyemi Ogunwuyi, Ph.D**

CA.C Theological Seminary, Akure, Nigeria  
ogunwuyib1@gmail.com  
+2348050951375

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**Abstract:** Media resources are useful in implementation of curriculum in colleges of education but the assessment of lecturers' media resources utilization cannot be accurate if it is only done by lecturers without the inputs of students. Previous studies focused on assessment of lecturers' utilization of media resources in the colleges of education using lecturers as respondents, Therefore, the present study was designed to establish students' assessment of utilization of media resources by lecturers in state-owned colleges of education in South-West, Nigeria.

The study was anchored on Blumber and Guravtch's Use and Gratification theory. The descriptive design was used while multi-stage procedure was adopted. Six colleges of education were used for the study. The students were selected from all the five schools as categorized in each of the colleges. 537 students were sampled using stratified sampling technique. They were sampled as follows: College of Education Ikere-Ekiti (101), Adeniran Ogunsanya College of Education, Lagos (95), College of Education, Ilesa (91), College of Education, Ila-Orangun (77), Emmanuel Alayande College of Education, Oyo (106), Tai Solarin College of Education, Omu-Ijebu (67). Three research questions were raised and Questionnaire on Students Assessment of Media Resources Utilization of Lecturers (QSAMRUL) ( $r=0.94$ ) was used for data collection. The data were analyzed using descriptive statistics of frequency counts, percentage, means and standard deviation. Students reported that textbooks ( $\bar{x}=3.27$ ), real objects/specimens ( $\bar{x}=3.15$ ) and CD/VCD/DVD ROMs ( $\bar{x}=3.24$ ) were the most frequently used materials by the lecturers. Media resources utilization of lecturers in state-owned colleges of education in the South-West, Nigeria should be assessed constantly by students to corroborate lecturers' assessment.

**Keywords:** Students' Assessment, Media Resources Utilization, Lecturers in State - owned Colleges of Education.

## 1. INTRODUCTION

Media resources are forms of symbols, idea, technology, tools, instruments, objects, materials that are utilized by lecturers in colleges of education for effective and efficient teaching. Media resources are print (textbook, newspapers, magazines, dictionary, pictures, journals, posters, encyclopedia, diagrams, calendar, charts, career albums, psychological texts among others), non-print media (chalk board, drums, notice board, white board, real object, globe, simulation materials, regalia among others) and electronic media (computer of various kinds, television, radio, video disc player, projectors of different kinds, internet resources such as twitter, face books, whatsApp, histogram, record player, CD/VCD/DVD ROMs, CD/VCD/DCD players, camera, MPS player, mobile phones, speech trainer, electronic musical instruments among others) these resources are noticed to be available and accessible in some colleges of education visited. Okoji, & Olubayo (2021) presented instructional resources as textbooks, newspapers, journals, pictures, workbooks, pamphlets, leaflets, graph board, charts, diagrams, maps, and globes.

It is a policy and one of the vision of colleges of education in Nigeria to utilize media resources or ICT to train pre-service teachers (students) (NCCE, 2011).. Quadri (2008), Aleburu (2008), Egunjobi (2012) pointed out specific guidelines for utilization of media resources for teaching-learning activities. Based on their submissions, media utilization should done to fulfill and be relevant to instructional purposes and be relevant

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to the lesson to be taught. The nature of students such as age, gender, social, cultural and economic background or environment, physical abilities, motivation, previous knowledge of learners should be considered before selecting and utilize media resources. Furthermore, the cost of production, availability of media, electricity supply, expected role of students, availability of skilled personnel that can assist the teacher in operating the media should be considered before embarking on utilization of media resources. The relevance of the medium to the objective of instruction, suitability of the medium to learners of different condition such as the partially sighted, the hard of hearing, the mentally retarded, learning disabled, the gifted and physically handicapped should be considered should be considered (Quadri, 2008). Availability of facilities to operate them such as electricity, the cost of material, technical personnel to operate them is highly germane to use media resources (Egunjobi, 2012; Aleburu, 2008 and Quadri, 2008).

In addition, some factors peculiar to college of education utilization of media resources among lecturers were identified by Ashaver & Igyuve (2013), Taiwo, (2008), Egunjobi & Ogunwuyi (2017), Ezeasor, Opara, Nnajofofor, & Chuckwukere (2012). They are; availability of media resources in term of improvisation by lecturers, supply by the school authority, supporting infrastructure and human factors, awareness of the availability of media resources, financial factors, maintenance, commitment of teachers towards utilization of media resources, lack of creativity, poor improvisation skills, time constraints among others. (Taiwo, 2009). It is noted that assessment of media resources utilization of lecturers or teachers has been solely done by lecturers themselves but it is important that the students who are at receiving angle should also be allowed to assess their lecturers' utilization of media resources in colleges of education.

## II. Literature Review

The Use and Gratification Theory is a guide to media resources utilization. The theory was developed by Katz, Blumber and

Gurevtch (1973). It is a theory that approaches media utilization in a way that reveals the reasons and how people actively seek out specific media to satisfy their needs. It actually deals with what people do with media and what media do with people. This theory is a communication theory with socio-psychological approach to media utilization. It stresses that users deliberately utilize media that will satisfy their needs and enhance their knowledge, relaxation, social interaction, companionship, diversion and escape (Tankard & James, 2000., McQuail, 2010). The users are assumed to be active consumers of media, interpreting and integrating media into their personal daily live activities. They seek media to meet their needs, desire and achieve gratification (Katz, Jay, Blumber, and Gurevitch, 2011).

It could be said that the lecturers utilize media resources to search for information, to plan teaching activities, research and teach their students. This actually shows the socio interactive purpose of media resources utilization of lecturers in the colleges of education. This theory has been applied to media usage in recent time such as mobile phone usage, internet usage, social media usage, friend networking sites, Twitter, Instant messaging, online gaming, animated news among others. It has been found that the motivation for using mobile phone based on the application of this theory is for sociability, entertainment, psychological reassurance, status upgrading, mobility and immediate access. This is because the mobile phone has mobility, constant access and access content nature (Leung & Wei, 2000).

According to Maestro & Eastin (2011) gratification of using the internet was found to be three: content, process and social gratifications. The content gratification deals with the use of media for researching and finding specific information or material which are gratified with contents, the process gratification deals with functional process of browsing or navigating through the internet while the social gratification deals with using the internet to form social relationship or connection. Based on these three categories of internet

utilization, it could be said that the lecturers utilise the internet for these purposes. They access teaching contents, browsing the internet and contact professionals for knowledge and current academic issues on the internet.

Empirical studies on assessment of media resources utilization of lecturers by students in colleges of education are very scarce and not many are available as at the time the present study is being conducted. I mean, many studies had focused on lecturers' assessment of their utilization of media resources but not much research had been cited on students' assessment of lecturers' use of media resources in colleges of education but similar studies conducted in secondary schools, Open University and colleges of education are presented to serve the purpose of conducting this study. Bakoye (2018) investigation of students' assessments of lecturers' use of instructional material is one of the studies germane to the present study. The study revealed students' reported inadequacy in the use of instructional materials in most secondary schools sampled and majority of the teachers according to the report were not taking cognizance of the importance of utilization of materials during teaching more so, teachers rarely utilized instructional materials appropriately. In a similar study, Awe & Inegbedion (2012) 's study on the students' assessment of quality of instructional materials in a distance learning institution showed that lecturers in the National Open University of Nigeria preference for print mode and instructional materials were found unaffordable and not readily available to learners.

Ezeasor et al., (2012), \in another study, on assessing teachers use of improvised instructional materials in science education using both fifty science teachers and two hundred students in Surulere Educational District of Lagos State, showed that 73.5% of students reported that science teacher hardly use improvised instructional materials for their teaching and similarly, 65.5% of the students also reported that teachers feel the the use of instructional material delay class teaching. Then, the finding revealed that 68.5% of students admitted that there is need to use instructional materials to teach. Positive responses were recorded in the areas of practical teaching and inspections of

teachers, in sense that 75.7% and 62% of the students showed that improvised instructional materials were used during practical classes and when inspectors were in the school for inspection.

Really, Olajojo (2013) reported that textbooks, reference books and reserved books, magazines, newspapers, real objects, journals, internet facilities among others were library based print resources available. Then, cassette players, globes and head phones were the top three non-print resources available for the implementation of social studies curricula. Then, textbooks, encyclopedia, and dictionaries were print resources adequately utilized by teachers to implement curricula of Social Studies in school. Ashaver & Igyuve (2013)'s study s on the use of audio-visual materials in the teaching and learning process in colleges of education in Benue State, Nigeria, using one hundred teachers and one hundred students selected from major schools in the college such as school of education, arts, social sciences, vocational education and languages, based on their findings, chalk board, maps and specimens were very often utilized instructional resources in the college of education.

Another study by Iyamu & Aduwa-Ogegbaen (2005) showed that the use of CD ROMs and other audio and visual media in teaching and learning activities in schools were not encouraging and high percentage of teachers did not use them. Ekpo-Eloma, Arikpo & Effiom (2013) study's on teachers' attitude, use of self-made video compound disc (VCD) and Calabar municipality students' academic performance in social studies. The study made use of 600 students and 12 teachers and it was discovered from the study that students which teachers exhibited positive attitude towards the use of local fabricated instructional materials out performed than their counterparts whose teachers had negative attitude.

#### **IV. Statement of Problem**

Based on observation, media resources utilization of lecturers was rarely assessed by students and few literature were cited on this.. It showed that majority of literature showed the assessments of teachers' use of instructional materials were no

assessed by students.. It would be unfair for researchers to assess media resources utilization of lecturers using lecturers only. Therefore, this study made use of students in assessment of lecturers' use of media resources in colleges of education.

### VI. Objective of the Study

The main objective of the study is to investigate the students' assessment of media resources utilization among lecturers in state-owned colleges of education in South-West, Nigeria.

However, the specific objectives are to:

1. Find out students' responses to how print media resources are being utilized by lecturers in state-owned colleges of education in South-West, Nigeria;
2. Determine the students' assessment of non- print media resources utilization of lecturers in state-owned colleges of education in South-West, Nigeria;
3. Examine students' report of utilization of electronic media resources among lecturers in state-owned colleges of education in South-West, Nigeria;

### III. Research Questions

The sample is presented in the Table 1

**Table 1: The sample of students in State -Owned Colleges of Education in the South-West, Nigeria**

S/N	School/Students						Total
	Name of College	Education	Art and Social Sciences	Vocational& Technical Education	Languages	Science	
1	College of Education Ikere, Ekiti	18	21	20	22	20	101
2	Adeniran Ogunsanya College of Education Otto-Ijanikin, Lagos State	9	28	19	22	17	95
3	College of Education Ilesa, Osun State	14	28	17	17	15	91
4	Osun State College of Education, Ila – Orangun,Osun State.	10	21	11	20	15	77
5	Emmanuel Alayande College of Education, Oyo,Oyo State.	15	24	22	26	19	106
6	Tai Solarin College of Education Omu-Ijebu ,Ogun State.	8	20	9	17	13	67
	<b>Total</b>	74	142	98	124	99	537

1. What is the students' responses to how print media resources are being utilized by lecturers in state-owned colleges of education in South-West, Nigeria?
2. What is the students' assessment of non- print media resources utilization of lecturers in state-owned colleges of education in South-West, Nigeria?
3. What is the students' report of utilization of electronic media resources among lecturers in state-owned colleges of education in South-West, Nigeria?

### V. Methods

#### Research Design

The descriptive survey research was adopted for this study

#### Sample

Stratified sampling technique was adopted. To sample 537 students in six colleges of education used for the study to assess media resources utilization of their lecturers. This is based on Krejcie and Morgan (1970) who recommended a sample size between 5 and 10% for a population that is in thousand and sample size of 384 out of 20,000 was recommended..

## VII. RESEARCH INSTRUMENT

A structured questionnaire designed by the researcher was used for data collection in the study. It is tagged Students' Questionnaire on Assessment of Media Resources Utilisation of Lecturers (SQAMRUL). It is designed to gather information from the students how their lecturers use media resources in colleges of education. Section A contains demographic variables of the students such as age, gender, college, school, department and level. The second section consists checklist of media resources that are utilized by lecturers and how frequently lecturers utilized them in colleges of education. It was presented in 5 Likert scale format ranging from Daily, Weekly, Bi-monthly, Monthly and Never.

## IX. VALIDATION AND RELIABILITY OF THE INSTRUMENT

Media experts and educational technologists were consulted in the University of Ibadan for their suggestions on the accuracy and how appropriate the items are. Based on their criticisms, the items were restructured. The trial-testing of the questionnaire were carried in a college of education not included in the present study to find out reliability

coefficients. The data collected were subjected to Cronbach Alpha coefficient. The reliability coefficient of SQAMRUL is 0.94.

## VIII. Procedure For Data Collection

The questionnaires were administered by the researcher with the help of research assistants. A letter of introduction was written to seek permission for questionnaire administration in the selected colleges. The researcher paid a preliminary visit to the colleges of education that participated in the study to solicit for the permission of the relevant school authorities to administer the questionnaires. The administration of the questionnaire was done by the researcher with six research assistants. The administration of the questionnaire took about four

The copies of students' questionnaire administered were 537, while only 510 (95.0%) were retrieved and 480 (89.0%) copies were found to be valid for analysis.

## X. METHODS OF DATA ANALYSIS

Simple percentages, frequency counts, mean and standard deviation were used to analyse research questions.

## Results

**Table 2: Frequently Used Print Media Resources Among Lecturers in the State-Owned Colleges of Education in the South West, Nigeria Based on Students' Responses (N=480)**

S/N	Print Media	Daily = 5	Weekly = 4	Bi-Monthly= 3	Monthly= 2	Never = 1	$\bar{x}$	S.D
1.	Textbooks	149 31.0%	62 12.9%	39 8.1%	48 10.0%	182 37.9%	3.27	1.72
2	Posters	160 33.3%	70 14.6%	18 3.8%	41 8.5%	191 39.8%	3.11	1.77
3	Journal	133 27.7%	72 15.0%	33 6.9%	38 7.9%	204 42.5%	3.07	1.78
4	Encyclopedia	135 28.1%	70 14.6%	40 8.3%	66 13.8%	169 35.2%	2.98	1.70
5	Maps	123 25.6%	94 19.6%	69 14.4%	60 12.5%	134 27.9%	2.97	1.57
6	Career a	231	49	41	36	123	2.97	1.66

	album/bag	48.1%	10.2%	8.5%	7.5%	25.6%		
7	Diagrams	169 35.2%	71 14.8%	34 7.1%	31 6.5%	175 36.5%	2.94	1.76
8	Charts	150 31.3%	66 13.8%	61 12.7%	53 11.0%	150 31.3%	2.91	1.65
9	Pictures /photograph	145 30.2%	81 16.9%	63 13.1%	65 13.5%	126 26.3%	2.89	1.60
10	Almanac	141 29.4%	76 15.8%	59 12.3%	58 12.1%	146 30.4%	2.79	1.66
11	Magazines	153 31.9%	112 23.3%	40 8.3%	51 10.6%	124 25.8%	2.75	1.61
12	Calendar	178 37.1%	89 18.5%	53 11.0%	54 11.3%	106 22.1%	2.63	1.59
13	Newspaper	195 40.6%	80 16.7%	48 10.0%	39 8.1%	118 24.6%	2.59	1.64
14	Dictionary	186 38.8%	99 20.6%	49 10.2%	49 10.2%	97 20.2%	2.52	1.56
15	Year book	175 36.5%	69 14.4%	50 10.4%	43 9.0%	143 29.8%	2.52	1.56

Table2. shows that textbook ( $\bar{x}=3.27$ ), posters ( $\bar{x}=3.11$ ), journal ( $\bar{x}=3.07$ ) and encyclopedia ranked highest among the print media resources frequently used by lecturers based on students responses, while calendar ( $\bar{x}=2.63$ ) newspaper ( $\bar{x}=2.59$ ), dictionary ( $\bar{x} = 2.52$ ) and year book ( $\bar{x} = 2.52$ ) were the least frequently used. The implication is that textbook, poster, journal and encyclopedia were the most frequently utilised print media resources by the lecturers as indicated by the students.

**Table 3: Frequently Used Non-Print Media Resources by Lecturers in the Colleges of Education in the South West, Nigeria Based on the Students' Responses (N=480)**

S/N	Non-Print Media	Daily=5	Weekly=4	Bi-Monthly=3	Monthly=2	Never=1	$\bar{x}$	S.D
1	Real objects / specimen	159 33.1%	56 11.7%	32 6.7%	39 8.1%	194 40.4%	3.15	1.78
2	Drum	128 26.7%	69 14.4%	42 8.8%	80 16.7%	161 33.5%	3.13	1.67
3	Globe	130 27.1%	73 15.2%	82 17.1%	41 8.5%	154 32.1%	3.03	1.62
4	Notice board	183 38.1%	66 13.8%	35 7.3%	59 12.3%	137 28.5%	2.79	1.70
5	Stimulation material	177 36.9%	58 12.1%	67 14.0%	46 9.6%	132 27.5%	2.68	1.67



6	White/chalk board	262 54.6%	41 8.5%	24 5.0%	39 8.1%	114 23.8%	2.38	1.71
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Tables: 3 reveals that real object/specimen ranked highest among the media resources utilized by lecturers as indicated by the students ( $\bar{x} = 3.15$ ), followed by drums, ( $\bar{x} = 3.13$ ) and globe ( $\bar{x} = 3.03$ ) while notice board ( $\bar{x} = 2.79$ ) ranked least followed by simulation material ( $\bar{x} = 2.68$ ) and white/chalk board ( $\bar{x} = 2.68$ ). This connotes that real object/ specimen, drums and globe were the most frequently utilised resources by the lecturers based on the students' responses.

**Table 4: Frequently Used Electronic Media Resources Among Lecturers in the State-Owned Colleges of Education in the South West, Nigeria Based Students' Responses (N=480)**

S/ N	Electronic Media	Daily=5	Weekly=4	Bi-monthly=3	Monthly=2	Never=1	$\bar{x}$	S.D
1	CD/VCD/DVD Rom	130 27.1%	47 9.8%	60 12.5%	62 12.9%	181 37.7%	3.24	1.66
2	Cassette player	134 27.9%	59 12.3%	33 6.9%	50 10.4%	204 42.5%	3.22	1.73
3	Radio	115 24.0%	65 13.5%	53 11.0%	67 14.0%	180 37.5%	3.22	1.65
4	Interactive board	171 35.8%	44 9.2%	27 5.6%	39 8.1%	199 41.5%	3.16	1.72
5	Television	125 26.0%	62 12.9%	46 9.6%	76 15.8%	171 35.6%	3.16	1.64
6	Multimedia projector	144 30.0%	57 11.9%	48 10.0%	52 10.8%	179 37.3%	3.14	1.70
7	Desk/lap/palm/tops	134 27.9%	64 13.3%	53 11.0%	63 13.1%	166 34.6%	3.13	1.66
8	Cameras	140 29.2%	68 14.2%	33 6.9%	53 11.0%	186 38.8%	3.11	1.73
9	Record player	198 41.3%	49 10.2%	36 7.5%	41 8.5%	156 32.5%	3.11	1.80
10	Internet resources	140 29.2%	73 15.2%	42 8.8%	46 9.6%	179 37.3%	3.11	1.70

11	Opaque projector	141 29.4%	71 14.8%	42 8.8%	48 10.0%	178 37.1%	3.11	1.70
12	Film strip projector	141 29.4%	67 14.0%	42 8.8%	62 12.9%	168 35.0%	3.10	1.69
13	Speech trainer	130 27.1%	73 15.2%	72 15.0%	58 12.1%	147 30.6%	3.04	1.61
14	Slide projector	129 26.9%	93 19.4%	62 12.9%	50 10.4%	146 30.4%	2.98	1.4
15	Video player	150 31.3%	74 15.4%	15 3.1%	37 7.7%	204 42.5%	2.98	1.61
16	VCD player	160 33.3%	67 14.0%	40 8.3%	64 13.3%	149 31.0%	2.95	1.69
17	Overhead projector	161 33.5%	59 12.3%	48 10.0%	53 11.0%	159 33.1%	2.94	1.74
18	Mobile phone	148 30.8%	75 15.6%	73 15.2%	45 9.4%	139 29.0%	2.90	1.62
19	DVD player	176 36.7%	59 12.3%	46 9.6%	49 10.2%	150 31.3%	2.87	1.71
20	I pads	148 30.8%	88 18.3%	50 10.4%	48 10.0%	146 30.4%	2.81	1.69
21	Mps player	172 35.8%	57 11.9%	45 9.4%	41 8.5%	165 34.4%	2.81	1.76
22	Musical instrument	148 30.8%	91 19.0%	71 14.8%	50 10.4%	120 25.0%	2.80	1.58
23	I pod	195 40.6%	61 12.7%	49 10.2%	53 11.0%	122 25.4%	2.52	1.70

From Table 4, the table shows that CD/VCD/DVD ROMS ( $\bar{x}$  =3.24) cassette player ( $\bar{x}$  =3.22), radio ( $\bar{x}$ =3.22) and interactive board ( $\bar{x}$ =3.16) ranked highest while I pads ( $\bar{x}$  =2.81) musical instrument (=2.80), and I pods ( $\bar{x}$  = 2.52) were sedomly utilised.

It implies that CD/VCD/DVD ROMS, Casstee player, radio and interactive board were most frequently utilised electronic media resources by the lecturers based on the students' responses



## X. DISCUSSION

Based on students' response to the frequency of media resources utilization by lecturers of colleges of education in South-West, Nigeria, the finding revealed that the most frequently used print media resources were the textbook followed by poster and journal while year book was reported the lowest medium utilized, followed by dictionary and newspaper. This finding supports Olajojo (2013) that the most frequently used print resources were textbooks but the finding contradicts Awe & Inegbedion (2012,) that lecturers preference for print mode and instructional materials were found unaffordable and not readily available to learners and that of Bakoye (2018), that teachers were not taking cognizance of the importance of utilization of materials during teaching and rarely utilized instructional materials appropriately.

It implies that the lecturers utilized the textbooks because of the fact that they could be easily consulted to form lecture notes. Many of the textbooks contain topics that are stipulated in the curriculum of the colleges of education and they were written based on the approved course contents by the NCCE. Many of the textbooks showed illustration, diagrams, table, pictures and even pointed lecturers to other reference books that could help them for proper preparation and enrichment of their teaching processes. The posters are visual media that helped lecturers' to pass abstract information to the students and journals helped the lecturers to present current findings in their subject areas to the students. Yearbook was not frequently utilized by the lecturers because it is not frequently referred to or used regularly.

The finding revealed that the most frequency utilized of the non-print media resources were the real objects/specimens (Ashaver & Igyuve, 2013) It is then explained that the real objects/specimens are available, accessible and can be easily procured or improvised by the lecturers to make instructional delivery more meaningful, real, and help in bringing the gap

between scientific theory and real experience. The lecturers made use of them because they were relevant to specific instructional activity and good for practical teaching. The finding contradicts that of Ezeasor et al (2012) that students' signified that teachers could not improvise for and use instructional materials for the instructional purposes frequently but use real objects/specimens were during practicals and during inspectors' visits

On the other hand, CD/VCD/DVD ROMs were also rated highest among the electronic media resources used by the lecturers according to the students. It could be said that the lecturers did record lectures on CD/DVD/DVD ROMs and make them available and accessible to students for extra learning outside the classroom at their private time. This promoted individualized learning, it could be said that the lecturers also utilized the CD ROM to copy online materials and also used the VCD and DVD ROMs to promote the use of audio-visual media in and out of classroom teaching. But, it contradicts the study of Ashaver & Igyuve (2013), Ekpo-Eloma, Arikpo & Effiom (2013), Iyamu & Aduwa-Ogegbaen (2005) that the use of CD ROMs and other audio and visual media in teaching and learning activities in schools were not encouraging and high percentage of teachers did not use them.

## XI. Conclusion

The study investigated students' assessment of media resources utilization of lecturers in the state-owned colleges of education in the South-West Nigeria. Based on the findings, textbooks, real objects/specimens and CD/VCD/DVD ROMS were the print, non-print and electronic media resources frequently utilized by the lecturers in the state-owned colleges of education in the South-West Nigeria as assessed by the students.

## XII. Recommendations

Based on the findings of this study, it is recommended that effort should be made by educational agencies to increase their

researches on students' assessment of media resources utilization of lecturers in colleges of education in order to have holistic assessment. Also, school authorities should continually assess the lecturers' media resources utilization through the students.

#### **Conflict of interest**

There is no no conflict of interest as far as this study is concerned

#### **About the Author**

Dr. Babatunde Oyeyemi Ogunwuyi obtained Diploma in Theology, Bachelor of Education in Guidance and Counseling, Master of Education in Counseling Psychology (Educational and School Counseling option) and Doctor of Philosophy in School Media. He is a senior lecturer and the registrar in Christ Apostolic Church Theological Seminary, Akure, Ondo State,

Nigeria. He has many publications in both national and international journals. He has attended many national and international conferences and workshops on issues such as education, adolescent/youth development, domestic violence, mental health and media resources utilization. As a registered teacher with Teacher Registration Council of Nigeria, he has produced many scholars in his field of specialization.. He is a Secretary of different academic and administrative Committees/Board in his Institution since 2016 till date. He is a member of Counseling Association of Nigeria (CASSON) and Nigeria School Library Association (NSLA). He is also co-editor of CAC Theological Seminary Journal. His research areas are counseling, media resources utilization, conflict management, domestic violence, mental health among others.

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