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Review of Literature on Impact of Audio Visual Resources On reading behavior in Library & Information Science

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Abstract: 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.

Keywords: Review of Literature, Audio Visual Resources, Reading behavior, Library & Information Science

Introduction:

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. 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.

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.

Review of Literature

Libraries stock more than just books. There are also audiovisual materials that inspire, engage, enable and connect users to exciting experiences. All these come with aesthetic. It is not a secret that children love colors, colorful artworks and warm ambience. Thus, they come to the libraries to feast their eyes on the non-book resources, knowing that it is a free place and avenue to play with other children and have contacts with adults in reading experiences. This is the right formative stage for children and a period characterized by tremendous drive, character formation and desire to learn (Igwesi, Chimah & Nwachukwu, 2012). Besides, taking action on children's reading shows care for the future generation and the world we want. Since educationplays critical roles in sustaining national development, libraries and librarians have the responsibilities of creating independent learners, literacy promotion and educational attainment of individuals in every society in the world (Simisaye &Quadri, 2010) through varieties of needs of the children in the public libraries. The great quote says, ―Pictures speak a thousand words.‖ This is true of audiovisual materials, especially in communities' libraries and information centers that have no access to multimedia resources and the sophisticated facilities to render that.

Clearly, audiovisual materials as non-print resources stimulate learning and compels warm platforms for conveying information since they motivate learners to want to learn more and more (Oragui, 2012). The libraries have varieties of non-book resources like colorful art works, promotional posters inspirational quotes (Dewhurst, 2019), charts, pictures, musical instruments, recordings, etc. These audiovisual materials make reading and learning come to life with excitement that is beyond description. It simply goes along with the saying, ―tell me I forget, show me I remember, involve me and I understand‖ (Olaojo & Gbotoso, 2012). Arguably, acquiring reading culture has something to do with different reading resources. It becomes imperative that for children to learn effectively and pass their class assignments and examinations, they must be exposed with reading right and different methodologies with imageries for sustainable learning. This makes the public libraries, the best spaces for all members of the society including the children for holistic long life learning. Thus, they become the best bet and safe haven for children (Christopher, 2020) in mixing, mashing and creating excitement all the way.This was echoed by Dewhurst (2019) who stated that students benefit from the solace and protection – the safe space – that the library often provides throughout the day. Indeed, the warmth, peace and the free air in the libraries make them one of the best places to stay in. The reason being that the libraries offer social services laced with psychological and emotional supports. Even with covid-19, librarians device new avenues of providing reading and learning resources for children. Beckingham (2019) aptly stated that Libraries are organic, living entities, constantly changing and adapting to meet their users' needs. Libraries are a Pandora's box of knowledge and information. Librarians offer ideas and expertise, and their welcome is warm and sincere.

Essentially, these children need the right literature, reading and learning aids which are good elements of ensuring sustainable cities and communities. Public Library Online (2020) stated anyone that who's worked in a children's room knows that parents don't want to buy the thirty-five books their child wants that day, so coming to the library can be a life (and pocketbook) saver. The fact remains that children read more at the library, they learn more at the library, they trust more in the library and they use more of audiovisual materials in the library. Thus, the study examined the perception of children on reading, the audiovisual materials available for children in the public library, kinds of literature children

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.

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.

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.

Reading is very important in everyone's life, especially children because they need to be educated in order to function effectively. A child who reads willingly and easily is not afraid of academics. Such child has confidence and holds his own anytime, anywhere, anyhow. Again, who reads is assertive and can form good decision about anything. Thus, there is need to make children read, to make them love books and reading without coercion. This is because it promotes critical thinking, widens horizon,improves vocabulary and reading culture as well as academic performances (Ndanwu & Onwudinjo, 2019. Osuchukwu & Edewor, 2015).Now, with these beautiful analogies, reading has no disadvantage for children and when coupled with audiovisual materials, well-formed responsible adults, responsible children will be raised for a better society. The fact is that when children are not inspired to read and learn, it may likely affect their abilities to succeed in school and the resultant effect is poor grades. With poor grades come frustration and the desire to drop out which will increase mediocrity, lowering the sustainable development of the nation (Silbert, 2014). Certainly, a child who reads speaks well, thinks right and does well in his academic. Children should be guided right at all times. There are many ways young people can be made to love books and reading.

One of the most resources for children's reading is the literature. These include children's books like picture books, story bookscomic books

(Bitz, 2019) which are required reading resources that supports learning and education. The children and many young peoplewho areunder the tutelage of their parents and guardians need quality resources for equitable learning. This is their rights as the Human Rights convention on the rights of children in receiving and imparting information and ideas of all kinds emphasized oral, writing or print, art and other media of the children's choices (United Nations, 2019). Hence, they are to be respected, served and given all due social services. This is the reason they are incorporated into the library services with reading resources for holistic molding into responsible and literate adults. The fact remains that when children are not inspired with relevant literature in reading and learning, it may likely affect their abilities to succeed in school and the resultant effect is poor grades. With poor grades come frustration and the desire to drop out which will increase mediocrity, lowering the sustainable development of the nation. (Silbert, 2014) The popular slogan of catching them young makes it utmost necessary that they are made to love reading and learning as Igwesi, Chimah and Nwachukwu (2012) pointed out that at this early stage, children are very active; mentally, emotionally and physically, and they have the desire and a natural curiosity to learn.

Audiovisual materials have been found to help retain information days after an oral and visual presentation. Audiovisual materials are good sources that greatly supports oral and written information as well as images, television,films, CD, DVD, videos, sound recordings (Library and Information Network, 2013, Ashikuzzaman, 2013 and Irvington Public Library, 2012).According to Oragui (2012) audiovisual materials generally make teaching and learning easier and less stressful. It strikes a balance of enriched learning among the participants and the facilitator which enlivens all time reading. Nothing excites the children like drawings and colors with good story line. When the children are engaged with AVM, they stream through rich reading contents for lifelong learning (Igwesi, Chima & Nwachukwu, 2012). This is the reason the librarians recognize the value of graphic books in engaging young readers to promote literacy, social development and community building (Bitz, 2019). This simply expressed the power of combined sound with visual images (Unegbu, 2015) as good sources for information and learning to children. This analysis states the critical need of inspiring children with AVM for enticing reading and learning experiences. Clearly, public libraries are always be creative, strategic and innovative and think outside the box in rendering services that appeal to children. The public libraries in Nigeria are taking action with children's reading and literacy activities to keep the vibes for better future of the nation. They engage in wide varieties of readership promotion campaign in schools and communities, imbibing reading culture in children (Oyetunji, 2019, Anambra State Library Board Neswletter, 2018). These libraries provide educational resources that are inclusive as well as create spaces for schools and children (Ugodu, 2016). They also establish good relationships with the children by caring, accommodating and being open minded which motivate the children as well as make them to be more confident, creative and knowledgeable in their learning experiences (Sokari, 2013). Library services are improvised and come out of the blues. The add value, improve knowledge, support education, empower, provide leisure and sustain development of children. This is in tandem with Nwafor-Orizu's (2019) emphasis that the survival and readership of strength of all libraries depend on their level of compliance in this wise. Really, public libraries provide good practices in developing literacy activities for knowledge acquisition and retention in children (El-Shaer & Gaber, 2014).

But then, many public libraries do need more audiovisual materials and other learning aids that inspire children to read. Some of the children's department in the public libraries is mere reading halls with outdated materials (Ogbuiyi, 2015). Again, experiences and observations have shown that the children's departments of public libraries are not always filled with children. One of the reasons is that it was difficult to involve the families, particularly the parents in ensuring regular reading and attendance to children's reading activities (Ramos & Vila, 2015).

Conclusion:

Teaching is a complex process which aims to bring a positive change in the behavior of the learner; it is possible when the teaching would be result-oriented, easy, effective and interesting. There are so many models; methods and technique existing to make teaching process effective for best learning outcomes. Rao (2006)stated that now-a days , teaching became a complex process due to the age of science and technology which has enter the field of education to make it accessible. The class room is to be just like the laboratory where different hardwares and softwares are used to teach the students; undoubtedly, audio-visual aids are devices/technique which is used in the class room to encourage learning. It is integrated process of teaching. Lestage (2009) integrating technology in to the classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways. Use of audio-visual aids gives scope for innovative and creative practices in the classroom. Audio-visual aids, teaching aids, instructional or teaching materials are same; these are projected (OHP,

transparencies sheets ,opaque and slide projector, film, film stripes etc.) , non-projected (maps, charts, globes, flash cards, posters ,graphs, cartoon, news papers, comic strips, dimensional aids, models, display and bulletin boards etc.) and activity aids (field trips, excursion, exhibitions, museums, demonstrations and dramatization) Ode (2014) stated that teaching and learning take place when an individual has direct experience with the subject under study, in order to learn best by doing; it is because attention, motivation, concentration and retention of facts are enhances through the use of audio-visual materials.

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