ACADEMIC STAFF ORGANIZATION OF LIBRARY MULTIMEDIA RESOURCES IN FEDERAL COLLEGE OF EDUCATION, ZARIA-NIGERIA

BY

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Abstract

The study examined theGender as Correlate of Academic Staff Organization of Library Multimedia Resources in Federal College of Education, Zaria-Nigeria. The design of the study is survey. The population of the study consisted of lecturers in Federal College of Education, Zaria-Nigeria totaling 975. The sample size stood at 276. Simple random sampling technique was used. Questionnaire was used in data collection. The content and constructs validity of the instrument was determined by experts. The reliability coefficient index stood at 0.79. The study used independent samples t-test to test the study's null hypothesis and arithmetic mean and standard deviation to answer the research question. The study discovered that there is no significant difference in the opinions of male and female respondents (lecturers) on the organization of library multimedia resources. The study recommended workshop, seminar and in-house training for its academic staff in Federal College of Education, Zaria to widen their awareness, organization and effective utilization of library multimedia resources.

Keywords: Multimedia, Library, Organization, Gender and Correlate

Introduction

Many countries around the world have introduced Information and Communication Technologies (ICTs) into schools via different courses of action. Their use is also underlined by Organization for Economic Cooperation and Development [OECD] (2001) as a necessity for improving quality in teaching and learning. Technologies such as multimedia are seen to have special significance for teacher education because of the growing expectation that teachers must be technologically literate in order to provide relevant instruction in schools. Many scholars argued that it is the responsibility of teacher education programme to produce students who are confident and competent users of technology. Because students needed to see technology modelled for them by their teachers (Davis, Willis, Fulton, & Austin, 1995), teacher educators faced mounting pressure to be skilled in the use of a range of technologies in order that these skills are passed on to prospective teachers in school systems. Interactive multimedia resources are examples of these technologies. The term multimedia means more than one media. Multimedia are instructional programmes that can be highly interactive and feature combinations of sound, animation, video, graphics, and text. According to Hostetler (2001), "Multimedia is the use of computer to present and combine text, graphics, audio and video with links and tools that let the user navigate, interact, create and communicate". In other words, multimedia is the combination of various digital media, into an integrated multi-sensory interactive application or presentation to convey information to an audience, (Butcher and Powell 2005; Demodharan and Rengaranjan, 2007). Therefore, multimedia is a learning tool that allows learners to organize, represent and construct knowledge in multiple modalities that include text, audios, graphics, animation and videos, (Wang 2006: 316). In addition, multimedia programmes do not necessarily require Internet access.

The introduction of Information and Communication Technology (ICT) in teaching remains one of the important dimensions of human technological advances in contemporary times. It is regarded as one of the main innovations in the education sector due to the fact that it has the potential to bring about substantial system-wide benefits in terms of improving the quality of teaching and learning process. In the light of this, Abdallah (2013) stated that there is of course a need to emphasize the added value that ICT can bring about to teaching and learning and that effort should be geared towards effective development of learning resources. The renewed interest and the euphoria in ICT today might have been borne out of the fact that Nigeria does not want to lag behind in the global race that is basking or being controlled by the upsurge of ICT revolution in all aspects of life including education. In recent years, it has been realized that there is an immense benefit in applying computer technology in the classroom. There is an increasing research on the effectiveness and benefits of the integrating computer technology in education in recent years. Sheffield (1996) stated that as a result of the recent developments in technology, computers and the Internet have become more important teaching tools in the classroom. According to Whitworth and Berson (2003), as a method or topic instruction, computers and technology may have significant impacts on Education.

Nonetheless, it is quite disturbing that the fact that ICT facilities (multimedia resources) are in gross short supply particularly in some Colleges of Education and there is dearth of teachers versed in the knowledge of the usage and application of ICT. The few that have the knowledge do not often utilize it for teaching and learning purposes. It is against this background that this study evaluates Academic Staff Organization of Library Multimedia Resources in Federal College of Education, Zaria-Nigeria.

Objective of the Study

i. to examine the opinions of academic staff organization of library multimedia resources in Federal College of Education, Zaria-Nigeria;

Research Question

i. What is the difference in the opinions of male and female academic staff on organization of library multimedia resources in Federal College of Education, Zaria-Nigeria?

Research Hypothesis

i. There is no significant difference in the opinions of male and female academic staff on organization of library multimedia resources in Federal College of Education, Zaria-Nigeria;

Methodology

This study used survey research design. The purpose of survey research design is for researchers to describe the attitudes, opinion, behaviours or characteristics of the population based on the data collected from a sample or a population, (Muhammad, 2013). This study specifically used cross-sectional type of survey research design. According to Hulley, Cummings and Newman (2007) "in a cross-sectional study all the measurements are made at about the same time, with no follow-up period. It is usually employed by collecting data and describing in systematic manner the characteristic features or facts about a given population from a few people or items considered to be representative of the entire group, Akuezuilo & Agu in (Salihu and Adamu 2016). The population for this study consists of Lecturers of Federal College of Education, Zaria-

Nigeria totaling 975. Simple random sampling technique was used. The sample size stood at 276. The study used structured questionnaire as data collection instrument. Questionnaire according to Shehu (2015) and Muhammad (2014) is the statement which the respondents have to react in writing so as to find out their feelings, and opinion on the designed items in the questionnaire. The instrument was vetted by experts. Cronbach alpha method for determining reliability coefficient is used and 0.87 was realised. The study used the assertion of Danjuma and Muhammad (2011) which stress that an instrument is reliable if its reliability co-efficient lies between 0.64 and 1. In the light of this, the research instrument is reliable for the main work. The study used arithmetic means and standard deviations in answering the question raised by the study. In addition, the study used independent samples t-test to validate the null hypothesis at 0.05 alpha.

Results

Research Question One: What is the difference in the opinions of male and female academic staff on organization of library multimedia resources in Federal College of Education, Zaria-Nigeria?

Table 1: Descriptive statistics on the cumulative opinions of male and female lecturers on the organization of multimedia

Variable	Gender	N	Mean	Std.Dev	Mean Diff
Organization	Male	108	98.76	15.169	
					0.76
	Female	79	97.00	9.104	

Detail of the descriptive statistics in Table 1 showed the difference in the opinions of male and female respondents (Lecturers) on the organization of library multimedia resources. The computed mean opinions regarding the organization of multimedia resources are 98.76 and 97.00 for male and female respondents respectively. There is mean difference of 1.76 in favour of the male respondents.

Hypothesis One: There is no significant difference in the opinions of male and female Lecturers on the organization of library Multimedia Resources in Federal College of Education, Zaria-Nigeria;

Table 2: Independent t test samples statistics on the difference in the opinions of male and female respondents on the organization of library multimedia resources

Gender	N	Mean	Std.Dev	Df	t-cal	t-crit	P	Decision
Male	108	98.76	15.169					$H0_2$ Retained
				185	0.299	1.96	0. 765	
Female	79	97.00	9.104					

Calculated p > 0.05, calculated t< 1.96 at DF 185

Results of the independent samples t-test statistics in Table 2 showed that there is no significant difference in the opinions of male and female respondents on the organization of library multimedia resources. This is because the calculated p value of 0.765 is found to be higher than the 0.05 alpha level of significance. Therefore the null hypothesis is hereby retained.

Discussions

The findings of the study revealed that there is no significant difference in the opinions of male and female respondents (lecturers) on the organization of library multimedia resources in Federal College of Education, Zaria-Nigeria. This is in line with the finding made by this study, Salihu, Abubakar and Abubakar (2016) which indicated that there was no significant difference between male and female teachers on the level of awareness of online Information Resources for the implementation of Social Studies Education curriculum in Colleges of Education in Nigeria. Most of the teachers are aware of these resources but they are not accessible. Corroborating the findings of this study, Gulbahar & Guven (2008) discover that although teachers are willing to use ICT resources and are aware of the existing potential, they are facing problems in relation to accessibility to ICT resources. In contrast, Okiki (2012) indicated that the level of awareness of the subscribed electronic information resources by the Library Management is rather low.

Conclusion

Based on the outcome it is concluded that the male and female respondents (lecturers) have agreed that library multimedia resources are well organized in Federal College of Education, Zaria-Nigeria;

Recommendations

From the outcome of this study, it is recommended that workshops, seminars and in-house training for male and female Lecturers in should be organized periodically to equip them with skills and competencies organization of multimedia resources in Federal College of Education, Zaria-Nigeria.

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