

## **UTILIZATION OF ELECTRONIC MEDIA BY STAFF AND STUDENTS OF FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGER STATE NIGERIA**

*Aliu Grace*

*Department of Library and Information Technology,  
Federal University of Technology, Minna-Nigeria*

---

### **ABSTRACT**

*The study investigated the extent of usage of the Electronic Media equipment in Federal University of Technology, Minna. This study was directed to ascertaining if staff and students of Federal University of Technology, Minna make use of the electronic media materials to meet the needs of staff and students; there are factors that militate against the use these materials to meet the needs of staff and students; some improvements are necessary for the electronic media division of the library. Data for the study was gathered through the use of questionnaire. The responses were analysed using descriptive statistics. It was discovered that: many students are not aware of the media unit of Federal University of Technology, Minna library and therefore do not use the services; most students who would want to use the media unit are hindered by unavailability of current materials. Though most students are aware of the media unit, they are constrained by the hours of operation which seem not to be convenient for most students. The researcher also proffered suggestions which include acquisition of more current materials, awareness of media unit of the library through seminars, workshops etc. And encouragement on the use of electronic media should also be intensified.*

---

### **INTRODUCTION**

Electronic Media can be defined as the devices which incorporate the hardware and software employed to make learning better and more effective (Ogunmilade, 1984). Davies (1997), defined it as the means of mechanizing or automating the process of instruction with devices that can transmit, amplify, distribute, record and reproduce stimulus. In the context of librarianship in general and information technology in particular, media refers to the non-conventional means of information transmission, reception, storage and retrieval. Electronic media is relatively a new introduction in the communication of information and learning. Though new, yet, they are of interest to librarian who is not only the custodian but the surveyor of all media of information. All professionals dealing with communication realise that information can be transmitted, stored and retrieved in a multitude of formats. It is imperative then for libraries as information centres, to incorporate these materials into their collections because these are the formats in which information is stored, transmitted and used. Traditionally, libraries were expected to have collections of books, newspapers, pamphlets, etc. Other information and communication formats which are indispensable are films, audio tapes, video, microforms, radio and television, etc. Many of these formats today are becoming as traditional as clay tablets and papyrus scrolls were in their time.

Indeed, electronic media are newer forms of information recording and transfer and as such must be considered as integral part of library collection. An examination of the

objectives of libraries today, such as to educate, provide recreation, supplement school and college curriculum needs, could be implemented more effectively through the use of electronic media.

### **STATEMENT OF THE PROBLEM**

More inventive use of electronic media is required if one expects to capture and hold student's interest and increase students involvement in learning. It has been observed that most staff and students in Federal University of Technology, Minna do not seem to understand the value of electronic media in their learning, teaching and research.

### **Research Questions**

1. How often do staff and students of FUT Minna use electronic media?
2. What purpose are these media used by staff and students of FUT Minna?
3. What are the factors that militate against the effective use of these media?

### **Significance of this Study**

This study would be beneficial to the management of Federal University of Technology, Minna Library, it will help them determine the extent of usage of the resources of the division and help encourage its usage among staff and students of the institution.

### **Literature Review**

The technological advances in digital, audio, and visual media have provided the impetus for library-learning resource centres. The advent of increasing sophisticated instructional systems, such as media have acquired a new significance for lecturers, researchers, educators at all levels. Wittich (1973) said that many learning experiences are systematically planned to incorporate media applications and thus literally cannot function without them. Library resources and of course, electronic media improves education and learning process. Since the time of writing, communication technologies have had a major influence on our society. Most observers agree that communication media and technologies have contributed to a society that is changing rapidly. Three key issues have arisen in the tide of this rapid change: individual piracy, coverage of politics in the media, and the availability of information.

The use of media in learning is becoming a universal phenomenon. Undoubtedly, several writers agree that the use of media helps students to learn more. Arguing on the same plane, Brown (1977) noted that creative use of a variety of media will increase the probability that students will learn more, retain better what they learn, and improve their performance of the skills are expected to develop. He further observed that, it is widely believed that students can be motivated to learn the facts and concepts of the subjects by the use of a variety of media. In effect, the media in library is an indispensable resource for learning.

Similarly, Carrol (1975) writing on effective use of media materials, observed that the positive attitude of librarians and the majority of the academic staff promote the use of media and the students use of these materials increase. Often media provides special events broadcast that schools can use as enrichment experiences and personalize

everyday learning. Media at its best results from the combination of careful curriculum planning, subject content analysis, and the selection and interrelated use the most appropriate instructional media. The media enriches learning yet users constantly examine their content and the relevance before use. Wittich (1973) confirmed this when he said that staff and students discuss and use any electronic media material, and quite naturally evaluate the quality of the content, its appropriateness, and the clarity with which understandable and useful information are communicated.

The use of electronic media is pervading every aspect of human life. In our contemporary era, is being employed in the health education of both the youths and adults, Denton (1982) summarised some of the findings of the investigation on the current and potential use of media and noted that there is an indirect source of health information through media resource which becomes very educative as regards health education and practice. Electronic media use as carriers of critical information when introduced to the learners, evokes his mental skills and also caters for different learners. Lewis (1961) said that electronic devices are an important factor in the education of the youth as such practitioners who are competent in these media areas must accept the responsibility of implementing acceptable techniques in improving the process. The improvement in the techniques and process of media increases the awareness or rather the usage of electronic media in both learning and other vital aspects in which its role is needed.

## **METHODOLOGY**

The research design adopted here is Case Study research design. The population of the academic staff of Federal University of Technology, Minna is 504 while the students' population size is 13,000. Simple random sampling technique was used in both groups. 10% of the academic staff population and 5% of the students' population was used. The instrument used to collect data is questionnaire (2 set of questionnaire), one for the staff and the other for the students.

### **Interpretation of Data**

No. of questionnaires administered	Staff	Students	Total
	50	650	700
No of questionnaires retrieved	43	562	605

### **How often do staff/students visit the Library?**

No. Of Times	Frequency	%
Once a day	218	36
Twice a day	133	22
Thrice a day	42	7
One in two days	48	8
Once in a week	103	17
None	61	10
	605	100

**Utilization of Electronic Media by Staff and Students of Federal University of Technology, Minna, Niger State Nigeria**

The above table shows that 218 (36%) of the respondents visit the library once a day, 133 (22%) visit at least twice a day, while 42 (7%) visit thrice a day, 48 of the total respondents visit the library once in two days and 17% visit once in a week while 10% don't visit at all.

**Use of electronic media in the Library**

Responses	Frequency	%
YES	248	41
NO	357	59
	605	100

The above table reveal that 248 (41%) of the respondents use some of the facilities of the media unit while 59% of the total population do not use the facilities of the unit.

**Electronic Media Devices used by staff/students**

Responses	Frequency	%
Filmstrip/slide	109	18
Video	91	15
Television	73	12
Microfiche	42	7
Microform	42	7
Motion Picture	79	13
Audiocassette Recorder	61	10
Slide Projector	42	7
Phono Record	30	5
Others - None	36	6
	605	100

In the table above, 18% of the respondents have either used the filmstrip/slide in the course of the research at the media unit of the Federal University of Technology. 15% of respondents have used the video, 12% have used the television, 42% the microfiche, same percentage that used the microfiche also have used the microform. Also, data gathered include 79 respondents which constitutes 13% of the given population have used the motion picture. 10% of the respondents which constitute both students and staff have used audiocassette recorder, 7% slide projector, 5% the phono record and 6% have not used any of the following as displayed in the table.

**Frequency of Electronic Media Use**

Responses	Frequency	%
Regularly	91	15
Fortnightly	24	4
Monthly	73	12
Sparingly	163	27
Can't remember	18	3
Not at all	145	24
As the need arises	901	15
	605	100

This table reveals that 15% of the respondents use those electronic devices regularly, 4% fortnightly, 12% monthly and 27% sparingly. While 3% can't remember using the media, 24% don't use the media at all and 15% use it as the need arises.

**Purposes for the Use of Electronic Media**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
Research	103	17
Teaching	66	11
Leisure	145	24
All of the above	79	13
Not at all	212	35
	605	100

The data presented above in the table shows that 17% of the total respondents use the media materials for research, 11% for teaching and 4% for leisure. While 35% don't use it at all for any academic work and 13% use the electronic media for research, teaching and leisure.

**Factors that hinder Users in using the Media**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
Unidentification of the media	61	10
Period of operation	42	7
Outdated media materials	42	7
Lack of time	260	43
Inadequate facilities	103	17
Ignorance of the media unit	97	16
	605	100

Here, the table shows that 43% of the total respondents are hindered from using the media unit by lack of time, 16% complained of no knowledge of the its existence, while 17% indicated inadequacy of facilities, 10% said they have problem identifying the media materials, 7% each said that the period of operation is not satisfactory and that the materials are outdated.

**Factors that motivates the use of the Electronic Media**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
Quality of the Materials	68	11.2
Accessibility to the materials	93	15.4
Good cooperation & assistance	115	19
Conducive & relaxed atmosphere	172	28.4
Nothing	157	26
	605	100

*Utilization of Electronic Media by Staff and Students of Federal University of Technology, Minna, Niger State Nigeria*

The table reveals that 28.4% of the respondents said that they are motivated by the conducive and relaxed atmosphere, 26% said that nothing motivates them, 19% talked of good cooperation and assistance, while 15.4% and 11.2% said accessibility to the media materials motivates them respectively.

**Areas of Improvement in the Media Unit**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
Staff interest on users	91	15
Hours of operation	85	14
Accommodation/facilities	139	23
Acquisition of current materials	199	33
Publicity of services	91	15
	605	100

From the data gathered, it was understood that the users of media unit needed some improvement in some areas of their services. 33% of the respondents said that needed improvement in the area of acquisition of current media material, while 23% in accommodation/facilities and 15% each said that staff interest on users should be publicity of the media unit and its operations. 14% said that more attention should be focused on the hours of operation.

**SUMMARY OF FINDINGS**

This study was guided by the above listed research questions. From the study, it can be observed that about 93% of respondents were students while 7% were academic staff. It can also be deduced that a substantial number of staff and students visits the library on a regular basis. Also, 72% of the respondents are aware of the media unit and as such make use of the available facilities for their academic and research work. 41% of the total respondents use the facilities of the media unit, 84% use one or a combination of the information devices in media unit of FUT Minna library, it was also observed that the library has one form or the other on how to enlighten its users on its services.

Based on the information obtained from above, it is obvious to point out that majority of staff and students of FUT Minna are aware of the media unit of the library. The media unit provides learning experience which cannot be gotten from classroom teaching only. Electronic media help stimulate the brain for better retentive memory, once experienced, it would be very difficult to forget.

**CONCLUSION**

The media unit and their services are in existence in FUT Minna library. The staff and students use it, but the extent of use is quite low. However, the study shows that media remains indispensable in modern librarianship and information dissemination.

**RECOMMENDATIONS**

I will recommend that:

- Awareness of the media unit should be intensified to make people aware of the unit as well as the services rendered to both staff and students

- There should be acquisition of more current materials so as to update their stock and services
- The use of such media should be encouraged among staff and students in order to fully utilize the resources provided

#### **REFERENCES**

- Brown, L. H et al (1977), *Instructional Materials and Method*, McGraw-hill, New York, p.4
- Carrol, E. (1975), "Some problems of Microform utilization in University collections".  
In readers in Media Technology and Libraries, edited by Chisholm,  
Microcard Books, Englewood, p.211
- Davies, I. (1997), "Prologue-Educational Technology-Architype, paradigms and Models" in  
Harvely, J. & Davies (eds) Contributions to an Educational Technology,  
Kogan, p.12
- Denton, E. (1982), "An Investigation on of the Impact of Mass Media on Health  
Education" *Crus news*, vol. 15, p.18
- Lewis, P. (19610, *Educational Television Guide book*, McGraw-Hill, London, p.10
- Ogunmilade, C. A. (1984), *Media in Education*, University of Ife Press, Nigeria, p.5