Assessment of Utilization of Audio Visual Equipment for Impacting Knowledge among Lecturers and Students: A Case Study of Polytechnics and Colleges of Education in North East Nigeria

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ABSTRACT
The application of Audio Visual Equipments in Nigerian Institutions is increasing and dramatically growing. Over the past few years, AVE has turned out to be a step by step more imperative to institutions at all levels and to the entire education system at large. These researches focused on the investigation of the utilization of AVE in the process of teaching and learning in Nigerian institutions. The population of the study consist of one hundred and eighty (180) for both lecturers and students of eight (8) Polytechnics/Colleges of Education in North-East Nigeria, where one hundred and fifty seven where retrieved. A structures questionnaire title "utilization of Audio Visual Equipment" (UAVE) was designed to elicit information from Lecturers and Students of Polytechnics and Colleges of Education under the study. Data analysis was done using the Statistical .Package for Social Sciences version 2.1 (SPSS). The results from the study show that the use of Audio Visual facilities are very low and this is attributed to the poor funding of institutions, lack of adequate equipments, electricity power supply and insecurity among others in addition utilization of audio-visual equipments in training of all courses was very effective as it increases the level of interest and enhances motivation for learning for both lecturers and students during the class.
Keywords: Audio, Visual and Equipments, Utilization, North-eastern Nigeria, Government institutions

INTRODUCTION
Audio Visual equipment are those instructional materials which are used in the classroom to encourage students learning process. According to Burton, (2011) "Audio-visual aids make a lesson or a lecture more interesting and a memorable experience not only for students but for lecturers as well."Kerlinger, (1959) describe visual material as "Visual material are any devices which can be used to make the learning experience more real, more accurate and more active" Webster's Encyclopaedia Unabridged Dictionary of the English Language, defines Audio-Visual a material as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc used in classroom instructions, library collections or the likes". The term

has also been defined by (Dike, 1993) as; those materials which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources, sight, as in visual resources or through a combination of senses. Indeed, the variety of such resources is a striking characteristic.

According to Anzaku, (2011) "the term audio-visual materials are commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language". Thus according to the above definition, a text book or a reference material does not fall within this grouping of instructional materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience, for example, dramatizing an event or a procedure or making diorama. Some of the audio-visual materials like the motion pictures require the use of equipment to release their latent value. Some do not need equipment at all like an exhibit or a study print. This term designates in common usage both material things as well as processes such as field trips.

Audio-visual resources can play a major role of making learning permanent. Gopal, (2010) stressed that "audiovisual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because they seem to evoke the maximum response of the whole organism to the situations in which learning is done. Natoli, (2011) stressed that audio-visual materials are important in the teaching and learning processes because "having seen something, most people remember, for whatever that thing was, it conjures up an image at a mere mention and can be talked about freely. Dike (1993) also explained that students forget because of lack of interest and opportunities to use the knowledge they have gained later on. Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned.

The audio-visual resources serves, as means of information from the good use of perceptual instructional materials especially those provided from our locality. When they are used in the class, their familiarity gives a back-ground for understanding the information. Mc Naught, (2007) also observed that audio-visual materials are very useful teaching and instructional as well as promotional aids. He further stressed that where consistency of presentation is desirable, audio-visual materials are useful. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning.

According to Dike, (1993) the machine frees the teacher to work with individual students, since he or she is not now required to carry out routine drills. Production of resources by students is another way of individualizing instruction. Moreover, according to Lestage, (2009) stressed that audio-visual materials provide a means of individualizing instruction. This he said is possible through programmed learning and tapes which enable the learner to learn at his speed and also to work on his own.

Stressing the significance of audio-visual materials ,unanimously agreed that audio-visual equipments are very important and useful in education because, the normal learner in so far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear, touch and other series. Ngozi, Samuel, and Isaac, (2012) once again added that "audio-visual equipments are rich opportunities for learners to develop communication skill while actively engaged in solving meaningful problems". In other words, learners certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving learners in bulletin board display may improve their choice of colour and support their understanding of the perception in question or when they join the facilitator in production of an event or a process.(Natoli,2010).

Gopal, (2010) stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual equipments, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors. This is important because, according to Dike, (1993) "once the phenomenon is visualized, the picture and knowledge becomes very clear and permanent". Agreeing to this assertion, 20th century Chinese philosopher stated that "one picture is worth a thousand words".

The adoption and use of Audio Visual Equipment (A.V.Equipments) in the Polytechnics and Collages of Education in north-eastern Nigeria is still under a serious dilemma despite the significant decrease in the usage in present days at numerous of at areas in present days including educational institutions. The low rate in the adaptation and application of the new technology especially in the Polytechnics

and Collages of Education in north-eastern Nigerian is attributed to several factors which include inadequate A.V.E facilities in the Institutions, poor A.V. Equipments policies, limited information infrastructures, poor perceptions of using A.V. Equipments in education among Lecturers, students. In spite of the calls and yearnings for change from the teacher-centreds learning to student-centred learning which involve the use of A.V.E resources, chalkboard and text books are still the most continuously dominant class room facilities in virtually all the high institutions in Nigeria Okebukola, (1997).

The compelling usage of A.V.E in instruction and learning relies on upon the accessibility of these facilities and the educators' capability in utilizing them. Observation has shown that there are limited functional A.V.E in most Nigeria high intuitions. This in turn hinders the support to use them by the students for learning. Also lack of adequate train personnel from the site of instructors, sporadic power supply and insufficient financial support are another set of deterrent militating against successful usage of A.V.E facilities and resources in government owned institutions. For that reason, government need to provide enough A.V.E resources and to train Lecturers on the effective utilization of the available facilities it their teaching process in order to solve the problem Ajayi (2008).

According to Apagu and Wakili (2015), most of the research works on A.V.E in education focuses on the availability of the A.V.E facilities and the perceptions of the use of A.V.E in the nation`s institutions. Researchers pay less attention to the judicious use of the available A.V.E resources on the ground. Considering the economic, social and political status of our country and the acceptability of the western education itself, especially in the northern part of the country, one will not expect general acceptance and the availability of adequate A.V.E resources in our intuitions. As of now, Nigeria is still on the negative side of the worldwide digital divide because she is yet to incorporate the use of A.V.E into high institutions curriculum. This may probably be due insufficient A.V.E facilities, deficiency in Lecturers` competency or resistance from the on the part of the lecturers. Again it is perhaps due to lack of good policy and readiness from the side of the decision markers to get together with the technical hitches of the 21st century.

Purpose of the study

The main purpose of this study is to investigate the used of Audio Visual Equipment among students of Polytechnics and Colleges of Educations in North-East Nigeria.
This study is to find out the following:
1. Find out the availability and the types of audio-visual equipment used in Polytechnics and Colleges of Education in North-east Nigeria to:
2. Determined the frequent use of Audio Visual equipment in impacting knowledge among the lecturers and students in Polytechnics and Colleges of Education in North-east Nigeria.
3. Find out the factors hindering the use of Audio Visual equipment in impacting knowledge among lecturers and students of Polytechnics and Collages of education in north-east Nigeria.
4. Determined the importance of using Audio-visual equipments among Lecturers and students in Polytechnics and Colleges of education in North-east Nigeria.

Research questions

The following research questions were formulated to guide the study.
1. To what extend the availability and types of audio visual equipment used in Polytechnics and Colleges of education in North-east Nigeria?
2. How often do lecturers use audio-visual equipment in impacting knowledge among the students of Polytechnics and Colleges of Education in North-east Nigeria?
3. What are the hindrances to the use of audio-visual equipment in impacting knowledge among lecturers and students of Polytechnics and colleges of education in North-east Nigeria?
4. What benefits do Lecturers and Students derive from the use of audio-visual equipment in Polytechnics and Colleges of education in North-east Nigeria

METHODOLOGY

The study will adopted cross-sectional correlation research design for comparing the relationship when it is not possible to manipulate the characteristics of individual used for this study where the 'caregivers' considering Fatigue levels will be assessed in relation to their Sense of Coherence scores. This design will enable the researcher to observe two or more variables at the point in time and it will be useful for describing a relationship between two or more variables Creswel, (2012). The

shortcoming of this type of design, obtained from the analysis will allow for strong findings to be made concerning a reason and outcome relationship between variables. A study qualifies to use cross sectional correlation research design to be correlated lend to interpretations about the degree to which certain things have a propensity relate to each other".

The area of the study will cover the six (6) states of the North-east geo-political zone of Nigeria which include; Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe state.

The population of the study cover 1,392lecturers/Students from four (4) Polytechnics and Four (4) colleges of Education in North-east Nigeria. The population distribution is presented inthe table I. below according to institutions.

The instrument for the data collection to be used for the study will be structured questionnaire title utilization of Audio Visual Knowledge (UAVK) will be designed to elicit information from Lecturers and Students of Polytechnics and Colleges of Education. Under the study, data to be collected are of two sets, for Lecturers and Students. The questions will be set to match in line with the research questions. The questionnaires will 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 resources in the Polytechnics and Colleges of educations. The four (4) points response option used for the collection of the response to the questionnaire as indicated: Strongly Agreed SA=4, Agreed A=3, Disagreed D=2, Strongly Disagreed SD=1. The number of questionnaire for both Lecturers and Students distributed were stated above, this is because, the researcher wanted to get a meaningful number of respondents from the lecturers and Students who are supposed to be the actual users of audio-visual equipments in the various institutions. The response from both side will justified the research.

For data collection, the researchers will write a letter to the institutions under study, the researchers and eight (8) research assistants will work to ensure that questionnaires reach each Lecturer and student, structured questionnaire will then be used to collect data, the exercise will last for eight weeks to allow the researchers and the research assistants overcome the challenges faced while carrying out the research for data collection; some of the expected challenges include: weather problem, achievement trusts from the lecturers to give out the sensitive information, absent of respondents in the school from which the data will be collected and transportation inconvenience.

The collected data will be coded using frequency distribution tables (FDT) this was done by using the value located to the four point rating scale as display below.

Strongly Agreed= 4, Agreed = 3, Disagreed = 2, Strongly disagreed = 1. The main values of the variables are used to determine the Acceptance or Rejection are based on the 2.50 cut off point. To obtain the cut off point for the decision, the following formula applied. The research questions were one, two three, and four. In testing of null hypotheses, Pearson Product Moment Correlation (PPMC) will be used to test null hypotheses one, two, three and four. This is based on the decision of Dan and Sherlock (2008) who suggested that the use of correlation in measuring the relationship, influence or effect of independent variables on dependent variables. All the null hypotheses will be tested at 0.05 level of significance, and this will helped to analyse the data for the questionnaire administered and draw a conclusion.

RESULT AND ANALYSIS

Data are presented and analysed together for all institution, but separate for respondents' category (lecturers and students) for each research question. Out of One hundred and eighty (180) copies of the questionnaire distributed, One hundred and fifty seven where retrieved and found valid for data analysis.

The collected instrument is 70% of the total instrument and as such is used for data presentation and analysis. The distribution of data instrument collection is revealed in table 2

Furthermore, the demography of the respondents is analysed in two categories (one for lectures and the other one for students) and is as follows:

Table 3: Index for the distribution and return rate of questionnaire instrument:

S/N	Name of Institutions	No of Lectures ques		No of Students ques		%
		Distributed	Returned	Distributed	Returned	
1	Fed Coll of EduYola	12	8	8	6	91
2	Fed Poly Mubi	10	7	10	8	87
3	Fed Poly Bauchi	15	13	10	10	90
4	Fed Poly Balli	9	7	6	5	91
5	Fed Poly Damaturu	20	20	10	10	100
6	Fed Coll of Edu (T) Gombe	12	12	8	8	100
7	Kashim Coll of Edu Maiduguri	15	12	10	7	88
8	Fed Coll of Edu (T) Potiskum	13	12	12	12	92
	Total	**106**	**91**	**74**	**66**	**85**

Table 3a: Demography of lecturer respondents per percentage (%)

Intuitions	Sex		Profession	Age Barracked				Teaching Experience			
	M	F	Lecturer	25-34	s35-44	45-54	55-65	1-10	11-20	21-30	30-Above
FCOEY	15	6	21	-	3	5	7	2	3	-	1
FPMUBI	6	-	6	1	-	3	-	-	1	1	-
FCOEY	10	2	12	-	4	4	-	1	-	3	-
FPBAU	6	-	6	2	1	1	-	1	-	1	-
FPBALLI	3	1	4	-	1	-	1	-	1	-	
FPDAM	14	-	14	-	3	2	4	2	-	-	3
FCOE(T)P	9	2	11	2	-	2	2	2	2	1	-
KICOEM	17	-	17	-	2	3	2	2	1	5	2

Table 3b: Demography of students' respondents per percentage (%)

Intuitions	Year of study		Gender		Age Bracket	
	First year	Final year	Male	Female	15-25	25 above
FCOEY	3	3	6	2	2	-
FPMUBI	2	2	5	3	-	4
FCOEG	-	7	6	1	7	-
FPBAU	4	1	5	2	2	-
FPBALLI	4	3	6	3	-	2
FPDAM	2	3	4	2	1	-
FCOE(T)P	6	4	7	4	-	1
KICOEM	4	2	5	5	2	2

4.1a: General perception on the types of audio-visual equipment available in impacting knowledge among Students of Polytechnics and Colleges of education in North-east Nigeria? in their lecture room.

In regard to the study question one, Table 4.1 below shows the mean and the standard deviation on the Lecturers/students` general opinions on the types of A.V.E available and usage in the classroom in the schools derived from the questionnaire.

Table 4.1: Students General Perceptions on the Availability and Usage of Audio visual Equipments'

S/N	Items	X	SD
1	Uses of Audio Visual material either in offices or classes	2.57	0.60
2	Bringing personal smart/digital devices such as phones, laptop and tape recorder to the class	2.03	0.73
3	Being allowed to the Audio Visual room/lab for practical	2.73	0.63
4	Use of Power point, Opaque and slide projector	2.87	0.70
5	Use of white board marker and Microphone in a class	1.96	0.64
6	Uses of Journals, Magazines, Newspaper and Transparency paper	1.45	0.60
7	Use of motion picture ,chart and text books in the school	1.83	0.78
8	Use of dedicated Visual aids such as flip chart, cardboard paper and model	1.12	0.32
9	Use of computer to transmit information in the class	1.13	0.45

Source: Preliminary survey of study area 2020

Table 4.1 shows that power point projector/slide projector are readily available and are being used considerably both the lecture room and offices and at the same time students are allowed access to the Audio/Visual rooms or labs. In the other hand, the use of digital devices, power point, Opaque and slide projector during lectures are rare with the highest mean value of 2.87 and the SD of 0.70. The use of journal magazine newspaper and transparency is reported to be absent completely virtually all of the institutions with the lowest mean value of 1.12 and the SD of 0.32 respectively

4.1.2: Break down of the Usage and the Availabilities of Some Items According to institution

To clarify more on the answer to the research question one, the table 4.1 above is hereby further analyzed by treating the available and inadequate items individually according to Institutions

Table 4.2: Uses of A.V. Equipments either in offices or lecture room

Name of Institution	X	SD
Federal collage of education Yola	2.00	0.61
Federal Polytechnic Mubi	2.90	0.30
Federal Polytechnic bauchi	2.11	0.33
Federal Polytechnic Ballly	2.60	0.52
Federal Polytechnic Damaturu	2.55	0.69
Federal Collage of Education(T) Gombe	2.56	0.53
Kashim Ibrahim Collage of education Maiduguri	2.13	0.64
Federal Collage of Education (T) Potiskum	2.55	0.68

Source: Preliminary survey of study area 2020

Table 4.2 shows the mean average of 2.55 of the total mean values which signifies a significance level of usage in the sampled institutions. Except in F.C.E. Yola(Mean = 2.00, SD = 0.61), K.I.C.E.M (Mean = 2.13, SD = 0.64) in Adamawa, Borno and Fed poly Bauchi (Mean = 2.11, SD = 0.33) in Bauchi state respectively. This result corresponds with the findings of Austin (2015) who conducted a similar study. all the seventeen A.V. Equipments listed were available to a very poor extent. Only radio tape recorder were reported to be available but in moderate magnitude.

Table 4.3: Being Allowed to Use Audio Visual room/lab for practical to the class room

Name of Institution	X	SD
Federal collage of education Yola	1.75	0.89
Federal Polytechnic Mubi	1.82	0.75
Federal Polytechnic Bauchi	2.00	0.50
Federal Polytechnic Ballly	1.90	0.88
Federal Polytechnic Damaturu	1.82	0.98
Federal Collage of Education(T) Gombe	1.78	0.97
Kashim Ibrahim Collage of education Maiduguri	2.25	0.62
Federal Collage of Education (T) Potiskum	2.55	0.68

Source: Preliminary survey of study area 2020

Table 4.3 shows that, virtually there is underutilization of A.V. Equipments in the Lab/class room with an average Mean value of 2.73 and the average SD of 0.63. This is because not all the students

can have access to the class room/Lab but those that are allowed to use it in the class are few. According to Adomi (2010), the deteriorating economic situation and the weakness Nigeria currency against the dollar which made the prices of equipments have gone high which made it difficult for most people and institutions to acquire A.V.E.

Table 4.4: Use of power point, opaque and slide projector/lab for practical

Name of Institution	X	SD
Federal College of education Yola	2.50	0.49
Federal Polytechnic Mubi	3.09	0.55
Federal Polytechnic Bauchi	2.00	0.34
Federal Polytechnic Ballly	1.90	0.37
Federal Polytechnic Damaturu	2.03	0.78
Federal College of Education(T) Gombe	2.36	0.67
Kashim Ibrahim College of Education Maiduguri	2.25	0.62
Federal College of Education (T) Potiskum	2.55	0.65

Source: Preliminary survey of study area 2020

Table 4.4 shows that, the mean value of 2.72 on average and an average SD of 0.55. These envisage a 100% access to Laboratories for practical in all the institutions studied. Although students' access to Audio Visual rooms and labs seems to be encouraging, but Hannatu, (2013) complained that our school curriculum has not given enough room for technology and students are not encourage to use audio visual aids as learning tools or as an independent course for study. Therefore, based on the above assertion, students don't have much to do with Audio visual aids in the labs even if it's available and accessible to them.

Table 4.5: Use of journals, magazines, newspapers and transparency paper

Name of Institution	$\overline{X}$	SD
Federal college of education Yola	2.55	0.39
Federal Polytechnic Mubi	1.35	0.29
Federal Polytechnic Bauchi	2.34	0.34
Federal Polytechnic Ballly	2.47	0.57
Federal Polytechnic Damaturu	2.07	0.76
Federal College of Education(T) Gombe	2.87	0.46
Kashim Ibrahim College of education Maiduguri	2.98	0.67
Federal College of Education (T) Potiskum	2.44	0.55

Source: Preliminary survey of study area 2020

Table 4.5 above showed that the used of computerized exams in the schools is generally not encouraging with the total average mean value of 1.35 and an average SD of 0.46. Only 3 out of the 8 institutions were reported to be using the visual aids namely FCE Yola (Mean = 2.55, SD = 0.39), FCE(T) Gombe (Mean = 2.87, SD = 0.29) and KICOE Maiduguri(Mean=2.98, SD=0.67)Whereas Fed Poly Bauchi, Federal College of Education (T) Potiskum, Federal Polytechnic Bally and Federal Polytechnic Damaturu reported to have been partially using the facility with the maximum Mean Value of 2.07. On the other hand, the remaining institutions indicated non availability of the Aids.

4.2: The Perception of Lecturers and their Level of Competencies in Utilization of Audio Visual Equipments in their Teaching Profession

Table 4.6: Teachers` perceptions on the utilization of Audio Visual Equipments

Items	$\overline{X}$	SD
Do you think A.V.E can develops student inquiry skills	3.67	0.48
Do you think A.V.E can develops students higher order thinking skills	3.64	0.54
Do you think A.V.E can motivate students to wok collectively in class	3.61	0.55
Do you think A.V.E will encourage students in learning by doing	3.56	0.61
Do you think A.V.E can encourage students to explore different channels in order to search for information?	3.64	0.64
Do you think in federal polytechnics and colleges of education in Northeastern Nigeria have enough A.V. facilities in order to get benefit out of it	1.92	0.28

Preliminary survey of study area 2020

Table 4.6 above that Lecturers in tertiary institutions in north-eastern Nigeria are highly confident (with an average mean value of 3.56) that the new technology will be beneficial not only to the lectures but the students as well. But, the mean value of 1.92 in the other hand indicates fear by the lecturers that the inadequate A.V facilities will hinder the full benefit in teaching and learning. This indicated that the participants held positive views of using A.V equipments.

Table 4.7: Lecturers competencies on the use ICT facilities

S/N	Items	$\overline{X}$	SD
1	Do you use Projector in every lesson?	1.33	0.43
2	Do you use digital video/audio recorder in your teaching?	1.78	0.72
3	Do you use computer systems for research or teaching in the classrooms?	3.05	0.65
4	Do you use power point as a teaching facility in your class?	1.66	0.74
5	Do you use tape of recorders to improve students listening skills?	1.54	0.56
6	Do you use smart phones, emails or fax to exchange information with parents/students while at home?	2.56	0.80
7	Do you use computer and other device in your department?	2.50	0.73
8	Do you use photocopy machine, scanners and printers?	2.89	0.71
9	Do you use smart/white board in your lesson?	0.93	0.38

Source: Preliminary survey of study area 2020

Table 4.7 shows the average mean value of 2.50 any value below this is considered low usage and values above are considered high. The table indicates the various level of confidence of lecturers in handling some of the basic Audio visual facilities. The table above shows that the instructors demonstrate high level confidence with the Mean values of 3.06, 2.56, 2.50 and 2.89 in utilization of A.V. Equipments, using smart phones, manipulating a computer and basic office equipment operation (photocopy machine, scanners and printers) respectively. While in the other hand, the lecturers demonstrate a low level of competence with the maximum Mean value of 1.33 in using projectors, digital video/audio devices, Microsoft power point, the use of tape recorders for oral teaching and using smart/white board.

4.2.1: The Lecturers Opinions on the Availability of these Audio Visual Facilities and to what extend they are been Used

Table 4.2.1: The Lecturers Opinions on the Availability of these Audio Visual Facilities and to what extend they are Been Used

S/N	Items	$\overline{X}$	SD
1	Presentation software such as power point	1.67	0.76
2	Overhead Projectors	1.33	0.48
3	Photocopiers Scanner and Printers	2.87	0.70
4	Audio Visual Room/Lab	2.73	0.63
5	Computers for practicals	2.57	0.60
6	Personal Laptop and other digital mobile devices	2.03	0.73
7	Computer Based Test (CBT) software	0.36	0.64
8	Digital Video or Audio	1.80	0.69
9	Smart/White Board	0.65	0.59
10	Software such as Access and Excel	2.50	0.74
11	LAN or Internet	0.52	0.32

Source: Preliminary survey of study area 2020

The Table 4.2.1 above has an average mean value of 1.80. Values below and above are considered inadequate and available respectively; while values within the average are considered inadequate. It can be seen from the table according to lecturers that A.V facilities that are readily available include Photocopiers Scanner and Printers (Mean = 2.87, SD = 0.70), Audio Visual Rooms/Labs (Mean = 2.73, SD = 0.63), Computers for practicals (Mean = 2.57, SD = 0.60) and Software such as Access and Excel (Mean = 2.50, SD = .74). A.V facilities such as Presentation software such as power point, Personal Laptop and other digital mobile devices, and Digital Video or Audio inadequately available with the maximum mean value of 2.03. On the other hand, Overhead Projectors, Smart/White Board and LAN or Internet are virtually not available in all majority of the institutions.

Table 4.2.2: The Lecturers Opinions Regarding the Policies and Interventions toward the Use of A.V. Equipments in Institutions

Name of School		Are you aware of any Government policy with respect to the utilization of Audio Visual Equipment in your institutions?	Do your institutions have any Intervention either from Government or any NGO in terms of Audio Visual facilities?	Have you ever been sponsored either by Government or the institution to take part in any Audio Visual related courses?
Federal Collage of Education Yola	**Mean**	**2.67**	**2.00**	**2.00**
	SD	0.58	0.00	1.00
Federal Poly Mubi	**Mean**	**2.67**	**2.33**	**1.67**
	SD	0.58	0.58	0.58
Federal Polyt Bauchi	**Mean**	**2.33**	**2.33**	**2.00**
	SD	0.58	0.58	0.00
Federal Poly Bally	**Mean**	**2.67**	**2.33**	**1.67**
	SD	0.58	0.15	0.58
Federal Polytechnic Damaturu	**Mean**	**2.00**	**2.33**	**2.00**
	SD	1.00	0.58	0.00
Federal Coll of Educ (T) Gombe	**Mean**	**2.00**	**2.33**	**2.00**
	SD	1.00	0.58	0.00
Kashim Ibrahim Coll of Educ Maiduguri	**Mean**	**3.00**	**2.67**	**1.33**
	SD	0.00	0.58	0.58
Federal Coll of Educ. (T) Pokistum	**Mean**	**2.33**	**2.33**	**1.67**
	Mean	**2.33**	**2.33**	**1.67**

Source: Preliminary survey of study area 2020

Table 4.2.2shows the average mean value of 2.67 indicates that the lecturers in Federal College of Education Yola in north eastern Nigeria are partially aware about the government educational policies on the utilization of Audio Visual facilities. The table also shows the average mean value of 2.33 indicated that the Audio Visual facilities donated to the institutions are relatively low because all most everything is done by regulatory body of various institutions. Again the table indicated that teachers are rarely sponsored for training of Audio Visual Equipments either by government or any organization with the max mean value of 2.00 and SD of 0.58.

DISCUSSION OF FINDINGS

The findings from the similar research conducted by Apagu (2015) in FCE (T) Yobe reveals that AV facilities such as computer, television sets, CCTV, etc. are not adequately available in the institutions and students level of exposure to the use of A.V. Equipments is very low. Aduwa-Ogeogbaen and Iyamu (2005) also gave similar assertion that Post primary institutions in the country were not given.

Mere observations showed that access to audio visual aids, unstable of power supply and lack of relevant facilities are the major factors militating against the utilization of Audio Visual facilities in most of the Nigerian Tertiary institutions. The result obtained above was in line with the findings by Iduwo-Ogeogbea and Iyamu, (2005) who revealed that most of the institutions in Nigeria they don't have stand by generator.

From the above finding shows that with regards to the presence of audio visual aids and other related equipments, students that took part in this study testified that only the common facilities such as Slide projector, audio tape, opaque projector and transparency paper, magazines, television and power point machines were commonly available in most of the institution and it was concluded from the study that digital devices such as projectors, fax machines and other visual aids are rarely seen where as other facilities like smart/white board and other services were completely absents. And it is important to note that the utilization and maintenance depends on the availability of the facility (Kiptalam and Rodriguess, 2011).

There seems to be improvements in this research compared to the study carried out by Abdul-Salaam, (2012) in Oyo state, Nigeria found out that more than half of the teachers cannot start a computer, only about 15% can work with MS word and less than 10% can use MS excel, MS access, browse the internet and use the computer to teach in class.

It was clearly understood from the above findings that lecturers in the north eastern Nigeria were aware about the government policies in regards to the use of Audio Visual Equipments in the polytechnic and collages of education in north eastern Nigeria although according to respondents the implementation is very poor this may not be unconnected poor government attitudes and the security challenges in the area which over shadowed other many other activities. lecturers again lamented that interventions in terms of facilities and staff training were also not promising this is in line with the findings of Aduwa and Iyamu, (2005) lamented that the 2004 Nigerian policy on Audio visual facilities in education was succeeded only disbursement of PCs to some polytechnic and collages in the country.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

From this research work, it was concluded that the use of Audio Visual Equipments are not readily obtainable in the tertiary institutions in the North-eastern Nigeria and the level of application of such technologies in teaching and learning activities is very low. The study revealed that lecturers lack the skills in using most of the A.V. Equipments. It is clear that the education sector of North-eastern Nigeria and the country at large has no smooth running education system. Finally, it was concluded that the institutions condemned in strong terms the level of implementation of National educational policies on the utilization of A.V. Equipments not appropriately implemented.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. National Board for Technical Education (NBTE) and National Commission for Collages of Education (NCCE) should make compulsory used of Audio Visual Equipment in teaching for easy understanding between the lecturers and students.

2. Regular training for the lecturers on the use of new Audio Visual resources like computer applications such as Power Point, Excel, publisher, even the media aided resources available in the open educational resources websites. Lecturers should simply become Technology compliant.

3. The National Board for Technical Education (NBTE) and National Commission for Collages of Education (NCCE) should provide media centres to each institutions during learning process

4. The boards should provide adequate funding for the purchases, uses and maintenance of Audio Visual equipments in the laboratory

5. Workshops and seminars should be organized for lecturers on regular basis.

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