

**ASSESSMENT OF THE AVAILABILITY AND UTILIZATION OF MEDIA  
RESOURCES FOR INSTRUCTION IN LITERACY CENTERS IN OREDO  
LOCAL GOVERNMENT AREA**

**BY**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF ADULT AND  
CONTINUING EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF  
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ADULT AND CONTINUING EDUCATION**

**JANUARY 2026**

## CERTIFICATION

We, the undersigned certify that this research work was carried out by **Gift Ekemeien OHIOZUA** with the matriculation number **EDU2101977** of the Department of Adult and Continuing Education, Faculty of Education, University of Benin, Benin City and approve of it as adequate in scope and quality in partial fulfilment of the requirements for the award of a Bachelor of Education (B.Ed) Degree in Adult and Continuing Education, Faculty of Education, University of Benin, Benin City, Nigeria.

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## **DEDICATION**

This project is dedicated to the Almighty God who saw me throughout the process and gave me the strength and privilege to complete this research work and also to my Mum Ohiozua Bose and my late Dad Mr Ohiozua Ikhile who supported me through my university education.

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## ABSTRACT

The study investigates the The study investigate the Assessment Of The Availability And Utilization Of Media Resources For Instruction In Literacy Centers In Oredo Local Government Area, Four research questions were raised question

The population of the study comprises of employee in the selected literacy centers located in Oredo Local Government Area of Edo State .The study will employ a non-probability sampling method. This approach is deemed the most appropriate methodological choice because the total population of employees within the selected literacy centres is not publicly defined or accessible. The absence of a fixed, enumerated list of all potential participants known as a sampling frame precludes the use of probability sampling techniques, which require every member of the population to have a known and non-zero chance of selection (Etikan, 2021). Consequently, this research will utilise a multi-stage non-probability approach that combines purposive sampling with convenience sampling.

The first stage involves purposive sampling, also referred to as judgmental or selective sampling. This technique involves the researcher deliberately selecting subjects based on specific characteristics or qualities that are an ideal fit for the study's objectives (Ben-Shlomo, Brookes, & Hickman, 2021). In this context, the seven institutions listed in the population section were purposively selected based on their established and recognised role in providing literacy and adult education services within the Oredo Local Government Area. This ensures that the data is gathered from sources that are directly relevant to the phenomenon under investigation. The second stage will employ convenience sampling (also known as accidental or haphazard sampling) for the recruitment of individual participants from within these purposively selected centres. Convenience sampling involves selecting participants based on their accessibility, proximity

The analysis of the data produced the following findings Limited availability of modern media resources such as computers, projectors, and audio-visual aids in most literacy centers. Many literacy centers rely heavily on traditional teaching methods due to inadequate access to media resources. Based on the findings of the study, the following recommendations are offered: Increase funding and investment to procure modern media resources for all literacy centers. Implement training programs for teachers to improve their skills in using media resources effectively.

# CHAPTER ONE INTRODUCTION

## **Background to the Study**

Literacy Centers are educational facilities or designated learning environments specifically created to promote the development of essential literacy skills such as reading, writing, numeracy skills, particularly among children, youth, and adults with limited formal education. These centers often serve as vital resources within communities where access to conventional schooling is limited or where there is a high rate of illiteracy.

Literacy is a foundational component of human development and educational advancement. The ability to read and write empowers individuals to participate fully in society, access opportunities, and achieve personal growth. In recent decades, educators and stakeholders have increasingly recognized the importance of media resources in enhancing instruction, particularly in literacy education. Media resources ranging from traditional audiovisual aids to modern digital tools play a critical role in making literacy instruction more engaging, inclusive, and effective. (Hobbs, 2019)

The utilization of media resources in education has become an indispensable aspect of modern instructional practices. Media resources refer to the various

technological tools and materials used to facilitate communication and enhance teaching and learning processes. These include audiovisual aids such as projectors, televisions, radios, charts, posters, digital platforms, computers, and internet-based tools like educational software and virtual classrooms. Yusuf (2015) asserted that students in Nigerian secondary schools showed significantly higher engagement when media were integrated into lessons. Moreover, media facilitate the visualization of abstract concepts, particularly in subjects like science and mathematics, where complex processes can be illustrated through animations and simulations.

The literacy centre situation in Oredo Local Government Area (LGA) of Edo State, Nigeria, reflects both systemic educational challenges and community-level barriers that hinder the development of foundational literacy skills. While there is limited research specifically focusing on literacy centres in Oredo, multiple studies provide insight into the broader educational and infrastructural situation, which can inform our understanding of literacy efforts in the area. The current state of literacy centres in Oredo LGA is shaped by infrastructural inadequacies, outdated educational resources, economic hardship, administrative inefficiency, and gender inequity. While direct research on the literacy centres themselves is sparse, studies on related educational issues provide a comprehensive picture of the environment in which these centres must operate. Any

attempt to improve literacy in Oredo must go beyond establishing centres—it must tackle systemic educational, infrastructural, and social barriers simultaneously.

Media resources are particularly essential, for adult learners who may lack formal education backgrounds, media such as radio and television programs provide accessible learning pathways. UNESCO, (2018) emphasizes the role of community radio in promoting literacy in rural areas, especially in multilingual and low-literacy populations. Similarly, digital storybooks and mobile apps have become popular tools for early literacy development in young children, providing interactive and engaging content that supports reading skills acquisition. Utilization of media resources is often influenced by several factors. Access to infrastructure remains a significant barrier, particularly in developing countries. Schools may lack electricity, internet connectivity, or up-to-date equipment.

Adeosun and Oladunjoye (2015), asserted that inadequate funding and lack of technical support limited the integration of ICT in Nigerian classrooms. Teacher competence and attitudes toward media also affect usage. Teachers who are not trained or confident in handling media tools may underutilize or misuse them. Thus, training and continuous professional development are vital to ensure effective implementation.

Additionally, institutional support and leadership matter significantly, as school policies and administrative encouragement determine the extent to which media are integrated into the curriculum. With the advancement of digital technology, media resources are becoming more interactive and personalized. E-learning platforms, augmented reality (AR), and artificial intelligence (AI)-driven tools are reshaping educational experiences. The COVID-19 pandemic accelerated the adoption of online learning, making tools like Zoom, Google Classroom, and WhatsApp integral to instruction, even in resource-limited settings. Furthermore, open educational resources (OER) now provide free access to teaching and learning materials globally. Projects such as the African Storybook Initiative and Kolibri by Learning Equality, offers low-cost solutions for media-assisted instruction in underserved areas, expanding opportunities for inclusive and equitable education.

Assessing the utilization of media resources for instruction in literacy centres in Oredo Local Government Area. The use of the term “assessing” underscores the need to systematically examine both the availability and actual use of these resources by literacy facilitators. It implies evaluating not just whether media resources exist, but also how effectively they are deployed to achieve instructional goals. This involves analysing the extent of use, identifying the types of media resources employed, exploring the

challenges faced in their utilization, and determining their overall impact on learners' literacy development.

By clearly defining this focus, the study aims to generate insights into whether literacy centres in Oredo are adequately equipped and whether facilitators are effectively integrating media resources into their instructional practices. Ultimately, the assessment will help determine gaps, highlight best practices, and provide recommendations for strengthening literacy delivery in the local government area. Media resources are applied across education, science communication, politics, and community development to inform, empower, and involve audiences. Their effectiveness depends on thoughtful integration into specific contexts and the quality of engagement they stimulate. In the field of education, media resources enrich teaching and learning by creating more engaging and inclusive classrooms. Media literacy equips students with critical analytical skills, enabling them to question and interpret media messages rather than passively consuming them. According to Mihailidis and Hiebert (2006), bringing media culture into classrooms fosters active participation and deeper learning outcomes. Public media initiatives also support literacy development beyond schools. For example, the *Ready to Learn* programme has demonstrated success in improving children's learning and increasing caregiver involvement by embedding educational content into accessible

media formats used both at home and in schools (Lowenstein & Johnson, 2018). Media also play a transformative role in science communication. Historically, the “deficit model” assumed the public lacked knowledge and therefore required information delivered top-down. However, modern media facilitate a shift towards interactive, value-based engagement where audiences and experts participate in dialogue. Nurmis (2018) emphasises that this participatory model strengthens trust and mutual understanding. Similarly, Strelakova and Krieger (2017) found that combining traditional expert-led communication with interactive media platforms enhances public engagement with scientific innovations.

The media’s influence extends significantly to civic life and political culture. News media consumption is consistently linked with higher political knowledge and civic participation, whereas reliance on entertainment media often diminishes such engagement (Thorson & Edgerly, 2017). Political campaigns increasingly harness participatory and emotionally resonant content through both traditional and digital media to connect with voters (Kim & Kim, 2014). More broadly, mass media help to construct the “public sphere,” a space where political ideas are debated and collective identities are shaped (Bailén, 2015). At the community level, media resources foster transparency and participation. For instance, school districts have adopted interactive platforms to build

trust, encourage community dialogue, and strengthen public support for education (Wurtz, 2022). Governments also rely heavily on social media to connect with citizens, share information, and promote accountability. Yet, as Taylor (2021) cautions, these efforts require robust evaluation frameworks to measure impact and ensure authentic engagement. Media engagement is not confined to measuring clicks or view counts.

Engagement with media is a multidimensional process, involving emotional, cognitive, and participatory involvement across various contexts. Dahlgren and Hill (2020) argue that engagement reflects how audiences connect with media content both intellectually and emotionally, shaping their actions within society. Hill and Steemers (2017) further explain that media industries leverage a combination of quantitative analytics and qualitative audience connections to influence policies, culture, and fan communities.

Media resources, in this context, are powerful tools that enhance education, deepen public understanding of science, foster civic and political participation, and promote transparency in community and government activities. Their true impact is realized when they go beyond mere consumption, encouraging critical thinking, dialogue, and meaningful involvement. By doing so, media not only inform but also empower

individuals and communities, enabling them to engage more actively in social, cultural, and political life.

In Nigeria, and specifically in Edo State, literacy centers serve as alternative educational platforms for children and adults who may have missed out on formal schooling. However, the effectiveness of these centers largely depends on the availability and utilization of instructional materials, including media resources. Onasanya (2020) asserts that media tools such as charts, videos, audio recordings, projectors, televisions, computers, and mobile apps can greatly aid the acquisition of literacy skills by providing visual and auditory stimuli that enhance understanding and retention. Despite the known benefits of these resources, the extent to which they are available and effectively utilized in literacy centers within Oredo Local Government Area remains uncertain. With the growing demand for functional literacy in the 21st century, it is essential to assess how media resources are being utilized to support instructional delivery in these centers.

### **Statement of the Problem**

Despite the widely acknowledged relevance of media resources in improving literacy education, major gaps persist in the effective use of these tools inside literacy centers, particularly in the Oredo Local Government Area. While media technologies such as

audiovisual aides, digital platforms, and mobile applications have been shown to be successful in engaging learners and improving reading skill acquisition, it is unclear how widely available and used these resources are in Oredo's literacy centers. While general education literature emphasizes the role of media in boosting student engagement and learning results, there is no research on the current situation in Oredo, where many literacy centers continue to struggle with accessing and effectively employing these resources.

One of the most pressing challenges is the availability of media resources in these locations. Although the global body of research recognizes the transformative potential of media in literacy teaching, little has been done to determine whether these tools are even available in Oredo's literacy centers. This lack of clarity about the availability of media resources stifles any meaningful debate of their potential influence in the region. If these tools are present, it is necessary to determine the exact forms of media available and evaluate their usefulness for literacy education.

Equally significant are the elements that influence literacy instructors' access and use of media resources. Teacher competency and attitudes toward technology have been highlighted as key elements in the effective use of media in education. However, the specific difficulties faced by literacy instructors in Oredo, such as restricted training, a

lack of technical support, and inadequate infrastructure, have received scant attention. These variables have a direct impact on teachers' capacity to effectively use media resources for education, reducing their potential to improve literacy outcomes.

Furthermore, numerous logistical and infrastructural issues continue to impede the efficient use of media in literacy centres. These obstacles include irregular electrical supply, a lack of internet connectivity, and limited access to contemporary technology instruments. While the global literature indicates that addressing these hurdles can considerably improve the effectiveness of media in education, little has been done to address these issues especially in the context of Oredo's literacy centers. Without a clear awareness of these difficulties, it is difficult to build tailored solutions to improve access to and use of media resources in these centers.

Finally, Oredo's literacy centers lack specific initiatives for improving access to and utilization of media resources. While different solutions have been proposed in broader educational contexts, there has been little study on workable ways adapted especially to the demands and restrictions of literacy centers in Oredo. This gap necessitates a study that not only examines the existing state of media use, but also suggests practical ways to overcome the identified barriers, ensuring that media resources are successfully integrated into literacy teaching.

The lack of specific, localized research on the use of media resources in literacy centers in Oredo LGA is a key gap in education research. Despite widespread awareness of the value of media in literacy instruction, this gap inhibits policymakers, educators, and community leaders' capacity to make educated decisions about how to best use media to improve reading outcomes. Addressing this gap is critical because it will assist identify impediments to effective media use, assess the availability of necessary resources, and provide concrete ideas for enhancing literacy instruction in the region.

### **Research Questions**

The following research questions were formulated to guild the study:

1. Are media resources available in literacy centre in Oredo L.G.A ?
2. What type of media resources available in literacy centre in Oredo L.G.A?
3. What factors influence the *access and utilization* of media resources by literacy instructors in Oredo LGA?
4. What challenges hinder the effective access and use of media resources in literacy centres in Oredo LGA?
5. What strategies can enhance both access to and utilization of media resources in literacy instruction?

## **Purpose of the Study**

The primary purpose of this study is to assess the utilization of media resources for instruction in literacy centers in Oredo Local Government Area. Specifically, the study aims to:

- determine whether media resources are available in literacy centres in Oredo Local Government Area.
- identify the types of media resources available in literacy centres in Oredo Local Government Area.
- examine the factors that influence the access and utilization of media resources by literacy instructors in Oredo Local Government Area.
- investigate the challenges that hinder effective access to and use of media resources in literacy centres in Oredo Local Government Area.
- suggest strategies that can enhance both access to and utilization of media resources in literacy instruction in Oredo Local Government Area.

### **Significance of the Study**

This study is significant in several ways. First, it contributes to the existing body of knowledge on instructional technology and adult education in Nigeria. Second, the findings will inform policymakers and education stakeholders in Edo State on the status of media resource use in literacy centers. Third, the study may prompt the development of intervention strategies to improve instructional practices. Furthermore, literacy facilitators and program coordinators will gain insights into effective teaching methods that incorporate media tools, potentially leading to better learner engagement and improved literacy outcomes.

### **Scope and Delimitations of the Study**

The study is limited to literacy centers located in Oredo Local Government Area of Edo State. It focuses on both formal and non-formal centers offering basic literacy education. The study will cover the availability and use of media resources, instructors' competencies in using them, and the challenges faced. The research does not extend to

primary or secondary schools, nor does it evaluate learner performance as a direct outcome of media resource utilization.

### **Definition of Terms**

- **Media Resources:** These are tools or materials such as videos, audio recordings, posters, slides, projectors, and computers used to aid teaching and learning.
- **Literacy Centers:** Educational institutions or programs designed to provide basic reading and writing skills to children and adults, often outside the formal school system.
- **Instruction:** The act of teaching or delivering educational content to learners in a structured environment.
- **Utilization:** The act of using available resources effectively for a particular purpose—in this case, for literacy instruction.
- **Oredo Local Government Area:** One of the local government areas in Edo State, Nigeria, which includes both urban and semi-urban communities.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter focuses on the review of relevant and related literature to the concern of this study. It is discussed under the following subheadings:

- Theoretical Framework
- Concept of Media Resources in Literacy Instruction
- Availability of Media Resources in Literacy Centres
- Types of Media Resources Used in Literacy Centers
- Factors Influencing the Access and Utilization of Media Resources
- Challenges in the Effective Access and Use of Media Resources
- Strategies for Enhancing Access to and Utilization of Media Resources
- Empirical Review
- Summary of Reviewed Literature.

#### **Theoretical Framework**

The effective utilization of media resources in literacy instruction is best understood through the lens of Constructivist Learning Theory, the Constructivist Learning Theory was primarily developed by Jean Piaget (1896–1980), and Multimedia Learning theory

by Richard Mayer in the 1990s. These theories provide a strong foundation for understanding how media tools can enhance literacy education by supporting active learning and optimizing cognitive processes.

### **Multimedia Learning Theory**

Multimedia Learning Theory, developed by Richard Mayer in the 1990s, emphasizes that learners process information more effectively when it is presented through both words and pictures rather than through words alone. Mayer's cognitive theory of multimedia learning posits that the human brain has two distinct channels for processing information: a verbal channel for processing spoken and written words, and a visual channel for processing images, graphics, and animations. According to this theory, learners can better understand and retain information when both channels are used simultaneously, as long as the content is well-designed and not overly complex.

This theory is particularly relevant to literacy instruction because it directly supports the integration of media resources such as videos, animations, and interactive apps in the classroom. By combining visual and auditory information, multimedia tools help reinforce literacy skills, particularly for younger learners or those with limited prior exposure to formal education. For example, an animated video that illustrates the plot of a

story or a digital app that provides interactive reading activities engages both the visual and verbal processing channels of the brain, making the learning process more effective.

In literacy centers, especially in contexts where learners may struggle with traditional text-based instruction, Multimedia Learning Theory suggests that the use of multimedia resources can enhance comprehension, retention, and engagement. When a literacy lesson includes a combination of spoken word, images, and interactive features, students are more likely to understand complex concepts and remember key points. This is especially true for learners with different learning preferences, as the theory supports the idea that multimedia can address the needs of both visual and auditory learners.

The application of multimedia resources in literacy centers aligns well with the theory's assertion that people learn better from a combination of words and pictures. For instance, digital storybooks, which pair text with illustrations, can aid in vocabulary acquisition and comprehension. Educational games that combine written instructions with visual prompts help students practice reading and writing in a more engaging and interactive way. Thus, Multimedia Learning Theory provides a strong framework for understanding how multimedia tools can be used to enhance literacy instruction, particularly in literacy centers where learners may require additional support.

Multimedia Learning Theory is the most relevant to the study of media resource utilization in literacy centers in Oredo Local Government Area. The theory's focus on how learners process information through multiple channels words and visuals directly aligns with the ways in which media resources, such as digital storybooks, educational apps, and videos, can be used to support literacy instruction. Multimedia resources not only cater to various learning styles (visual, auditory, kinesthetic) but also help enhance understanding, retention, and engagement in literacy education. By integrating multimedia tools, literacy centers can provide a more holistic and effective learning experience that improves literacy outcomes, particularly for learners in contexts where traditional literacy instruction may be insufficient.

Multimedia Learning Theory underpins the core of this study because it offers a theoretical explanation of why and how media resources are effective in literacy education. This theory informs the study's exploration of how media resources are utilized in literacy centers, what types of media are most effective, and how these resources can be better integrated to improve literacy teaching. As such, Multimedia Learning Theory will serve as the guiding framework for examining the impact of media resources on literacy instruction in Oredo LGA.

## **2. Constructivist Learning Theory by Jean Piaget (1896–1980),**

Constructivist Learning Theory, **Constructivist Learning Theory** was primarily developed by **Jean Piaget** (1896–1980), initially formulated by Jean Piaget and later expanded by Lev Vygotsky, emphasizes the active role of learners in constructing their own understanding and knowledge through interaction with their environment. Piaget's work focuses on the stages of cognitive development, while Vygotsky highlights the importance of social interactions and cultural contexts in learning. This theory asserts that learners do not passively absorb information; rather, they actively build knowledge through hands-on experiences, problem-solving, and collaborative learning.

In the context of literacy instruction, Constructivist Learning Theory is highly relevant as it encourages the use of media resources to foster interactive and learner-centered environments. Media tools, such as digital platforms, interactive apps, videos, and multimedia presentations, allow learners to engage with content actively. They are not mere recipients of information, but participants in the learning process, where they can

experiment, explore, and reflect on their learning. For instance, digital storybooks, educational games, and collaborative online learning platforms provide opportunities for learners to manipulate content, solve problems, and engage in critical thinking, all of which are core aspects of constructivist pedagogy.

In literacy education, media resources empower students by allowing them to take ownership of their learning. Instead of simply reading a textbook, students can use multimedia tools to read, hear, and interact with texts in ways that are personally meaningful to them. This aligns with the constructivist principle that learning is most effective when it is active, contextual, and connected to real-life experiences. For example, an interactive e-book or educational video that requires students to make choices or answer questions about the text can significantly deepen their comprehension and critical thinking skills.

In essence, Constructivist Learning Theory supports the idea that media resources in literacy instruction help students actively construct meaning from the material they encounter, making learning more engaging and dynamic. This theory is crucial for understanding how media can be used to enhance literacy instruction, particularly in settings where learners have different educational backgrounds and learning styles.

## Concept of Media Resources in Literacy Instruction

Media resources are a wide range of tools and materials used in education to ease communication, improve learning, and encourage literacy skill development. Books, audiovisual content, digital platforms, and interactive technologies are examples of both conventional and modern instructional resources. Media resources are essential for improving literacy instruction because they give students with several ways to connect with instructional information, stimulate cognitive processes, and assist skill acquisition in an increasingly digital world.

The impact of media on literacy teaching and learning cannot be emphasized. Media resources contribute to dynamic and interesting learning settings that accommodate a variety of learning styles. Media, by using visual, audio, and interactive elements, can help students learn to read, write, listen, and talk. For example, audiovisual material such as movies, animations, and radio shows can assist reduce complicated ideas and provide concise explanations of abstract concepts (Liu & Chen, 2018). The use of media also encourages learner participation, making literacy education more dynamic and entertaining. As a result, students are better able to understand concepts and remember information (Nicolau & Fernandes, 2020). Furthermore, media resources enable students to access a diverse range of educational materials beyond the traditional textbook, such as

e-books, digital storybooks, and educational apps, which can significantly improve literacy development, particularly for early learners and adults in non-formal education settings (Dube, 2021).

Media resources are particularly useful in literacy instruction because they may meet the demands of a wide range of learners. Visual media, such as charts, infographics, and video clips, aid in information retention by appealing to visual learners. Audio resources, such as podcasts, radio programs, or recorded stories, help auditory learners improve their listening and comprehension skills (Ololube & Ojumah, 2019). Digital media, such as websites, mobile applications, and e-learning platforms, provide dynamic and personalized learning experiences. For example, instructional games and literacy applications can provide rapid feedback and customized learning routes, allowing students to develop at their own pace (Sullivan & McDonagh, 2018). Furthermore, digital platforms promote more inclusive learning by supporting several languages, providing accessibility features for students with impairments, and enabling remote learning opportunities, particularly in underprivileged areas.

The various types of media resources utilized in literacy teaching can be divided into three categories: audiovisual media, digital platforms, and print materials. Audiovisual media, such as projectors, radios, televisions, and educational movies, helps to make

abstract concepts more tangible and accessible. According to research, audiovisual tools are very successful at improving students' understanding of difficult subjects like physics and mathematics by visualizing complex processes (Jia & Han, 2019). Similarly, radio and television shows have long been used to teach literacy, particularly in rural and distant places with little access to formal education. Programs that include narrative, music, and interactive learning have been shown to improve literacy skills in both children and adults (Firth and Loxley, 2020).

Digital platforms such as educational websites, e-learning tools, and mobile apps are becoming increasingly important in modern literacy education. These platforms include a wide range of interactive tools for literacy development, including virtual classrooms and gamified learning experiences. Popular literacy teaching platforms include Duolingo, Khan Academy, and Storybird, which allow students to practice language skills in an engaging, self-paced setting. The integration of digital technology also enables the construction of virtual libraries and repositories of learning materials, which students can access at any time and from any location, considerably increasing the availability of learning resources (Baker and Dooly, 2019). Furthermore, digital platforms enable personalized learning, allowing students to proceed through literacy tasks at their own pace, providing a more specialized educational experience than traditional approaches.

Finally, despite the growing dominance of digital media, print resources are still an important aspect of literacy training. Books, printed materials, and worksheets continue to be important aids for literacy development. Printed storybooks, in particular, remain one of the most effective methods for developing early literacy abilities. Print resources are an important medium for young learners and adults in literacy programs because they provide a tactile experience and allow them to engage with the text at their own speed (McArthur et al., 2020). While digital and audiovisual media have a plethora of interactive elements, printed materials allow students to practice reading and writing without the distractions of digital gadgets, resulting in a more concentrated and in-depth learning experience.

In conclusion, including media resources into literacy training is critical for improving learning outcomes. Media tools offer students a variety of methods to interact with knowledge, support different learning styles, and allow for more individualized and inclusive learning experiences. While print resources are still essential, audiovisual and digital media are becoming increasingly important components of literacy instruction, allowing students to access a wider range of materials and build a deeper comprehension of literacy concepts. The efficient use of various media tools can considerably improve

literacy instruction and learning, especially in areas with limited access to traditional educational infrastructure.

#### Availability of Media Resources in Educational Settings

The availability of media materials in educational settings is critical to improving literacy programs, especially as digital technology and multimedia tools become more prevalent in teaching and learning. Media resources, ranging from old audiovisual aids to current digital platforms, have the potential to improve literacy outcomes by increasing learning engagement, interactivity, and accessibility. However, the availability of these materials in literacy programs varies greatly by area, with notable discrepancies between industrialized and poor countries. In industrialized countries, such as North America and Europe, students and teachers have easy access to a wide range of media resources. This involves the use of digital learning platforms, e-books, multimedia presentations, and instructional software, all of which allow for an interactive and individualized approach to literacy instruction. According to the OECD (2020), more than 90% of educational institutions in industrialized nations employ digital technologies for literacy instruction, a development hastened by the COVID-19 pandemic, which drove more institutions to embrace online learning and digital resources.

In contrast, many developing countries have far less media resources available for literacy programs. According to a study conducted by the International Telecommunication Union (2020), while mobile phone penetration is high in many parts of Africa and Asia, there remains a significant gap in access to the digital infrastructure required for effective online learning, such as reliable internet connectivity and electricity. Media resources such as laptops, projectors, and digital learning tools are still in short supply in rural areas. For example, Oduwaiye et al. (2019) found that while certain adult literacy centers in Nigeria had access to basic media resources like radios and televisions, the usage of more advanced technology like PCs and digital tablets was severely restricted. The study also found that a lack of appropriate teacher training and technical assistance hampered the efficient use of these resources in literacy teaching.

Despite these limitations, some developing countries have made tremendous progress in increasing the availability of media tools for literacy teaching. Rwanda's educational system, for example, has found success in integrating digital resources thanks to government measures such as supplying schools with digital tablets and developing national digital content platforms (Global Partnership for Education, 2019). The study discovered that investing in educational technology, along with targeted teacher training programs, resulted in considerable gains in reading outcomes, particularly in remote

communities. This instance highlights how, with proper infrastructure and institutional support, media resources can improve literacy training in under-resourced settings.

The availability of media resources in literacy programs is influenced by a variety of factors, including fiscal limits, infrastructure issues, and the level of institutional and government support. One of the most significant hurdles to the availability of media materials in many educational settings is a lack of financial resources. In many developing nations, the high cost of purchasing and maintaining technical instruments such as computers, projectors, and learning management systems is a substantial barrier (Adeosun & Oladunjoye, 2015). Furthermore, even when resources are accessible, a lack of consistent electricity, internet connectivity, and technical help frequently precludes them from being used effectively. For example, the World Bank (2021) claimed that in rural areas of India, where mobile-based literacy apps were implemented, the absence of constant electricity and inadequate internet connectivity hampered their usefulness. Even the best digital tools cannot reach their full potential in improving literacy learning unless they are supported by appropriate infrastructure.

Another important aspect determining the availability of media tools is teachers' ability to use them effectively. According to research conducted by the International Education Advisory Board (2019), many educators, particularly in rural and impoverished areas,

lack the necessary training and skills to use media resources into their teaching practices. Teacher training programs that cover both technical skills and pedagogical techniques for integrating media in literacy education are critical for increasing the impact of media resources. Adeosun and Oladunjoye (2015) stressed the importance of professional development for teachers, pointing out that without sufficient training, even the most advanced media resources may not be exploited to their full potential in the classroom.

Furthermore, government policies and educational institutions' support have a significant impact on the availability of media resources. In countries with a significant government commitment to educational technology, media materials are more widely available and better incorporated into literacy programmes. For example, the widespread use of digital tools in nations such as South Korea and Finland is largely due to government policies that emphasize education technology, fund infrastructure, and assist instructors with continual professional development (UNESCO, 2020). In contrast, in countries where education is underfunded and state support for digital learning is limited, media resources are rare, and their incorporation into literacy programs is frequently delayed and inconsistent.

Open Educational materials (OER) play an important role in increasing the availability of media materials, particularly in low-resource contexts. Open educational resources

(OER), which comprise free digital content such as textbooks, films, and interactive learning tools, can help close the access gap to excellent educational materials. Platforms like as Khan Academy, StoryWeaver, and Kolibri provide free tools to help in literacy education, especially in regions where physical textbooks and other learning materials are scarce. However, the availability of OER is still limited by the digital infrastructure required to access these resources. In areas where internet access is limited, OER's potential to enhance literacy results goes untapped.

In conclusion, while the global trend toward more use of media resources in literacy initiatives is encouraging, their availability remains uneven, particularly in developing countries. Economic and infrastructure challenges, as well as a lack of teacher training and institutional support, continue to impede the incorporation of media into literacy teaching. However, case studies from Rwanda and India show that with the correct investments in infrastructure, teacher training, and governmental backing, media resources have the potential to greatly improve literacy outcomes. As a result, overcoming these hurdles is critical to ensure that media resources are more broadly available and effectively employed in literacy initiatives, particularly in marginalized communities.

## **Types of Media Resources Used in Literacy Centers**

The availability of media resources in literacy centers is critical to improving the quality of literacy instruction by providing a variety of interesting learning approaches. Radios, projectors, mobile apps, and e-learning platforms are some of the media options often employed in literacy teaching.

These materials appeal to students' many learning methods, including visual, aural, and interactive learning. Each sort of media resource has unique benefits and can be used to meet a variety of literacy demands, resulting in more effective and inclusive literacy training.

Radios have traditionally served as a media resource in literacy initiatives, especially in communities with limited access to formal education or technology infrastructure. Radio-based educational programs are frequently utilized to promote literacy development, particularly among adult learners and in remote settings. These programs, which include reading exercises, narrative, and interactive learning portions, are frequently designed to reach huge audiences for a low cost and infrastructure. In many parts of Sub-Saharan Africa, such as Kenya, Nigeria, and Uganda, educational radio broadcasts have played an important role in reaching out to populations who would otherwise be excluded from

traditional educational opportunities. These radio programs are ideal for auditory learners because they give knowledge in an aural style, which reinforces learning through listening. For example, Uganda's "Literacy Through Radio" program uses radio to broadcast reading lessons and literacy activities to adult learners in remote areas, resulting in significantly higher literacy rates among participants (Higgins & Kuteesa, 2020). This program demonstrates the effectiveness of radio in delivering consistent and accessible instructional content.

Projectors have become another popular media option in literacy centres, particularly in settings where group learning is widespread. Projectors enable teachers to show digital resources like slides, photos, and videos to large groups, promoting visual learning. The use of projectors improves students' capacity to connect text and visual representations, which aids comprehension and vocabulary development. According to Mayer (2009), the use of visual and aural cues in multimedia presentations reinforces learning by engaging various cognitive channels. For example, in literacy centers where kids are learning to read, projectors can show picture stories, allowing them to correlate words with visuals, a practice that has been found to increase reading skills, particularly among young learners (Schunk, 2016). Furthermore, projectors are excellent at projecting educational videos and animated stories that bring abstract concepts to life, making learning more concrete

and memorable. Projectors have been employed in many literacy programs around the world, including those in Brazil (Macedo et al., 2019), to improve the teaching of reading comprehension by increasing both visual engagement and literacy idea recall. Mobile applications are among of the most innovative and quickly developing media options utilized in literacy teaching. These applications are especially useful for literacy training since they are interactive and individualized. Mobile apps can provide quick feedback and allow students to work at their own pace, making them excellent for improving literacy skills like reading, writing, and comprehension. Duolingo, ABCmouse, and Storybird are popular literacy applications that offer interactive language lessons, games, and storybooks to both children and adults (Olafsson & Vanni, 2020). Duolingo, for example, is a famous language learning program that employs gamification to teach vocabulary and grammar in an entertaining and interactive manner. Zhang et al. (2020) found that using such mobile apps in literacy programs increases student engagement and motivation, allowing learners to perform better in reading and writing tasks. Furthermore, mobile apps are easily accessible via smartphones and tablets, making them especially beneficial in low-resource areas with restricted access to computers and other technology (Molefe & Mthembu, 2019).

E-learning platforms such as Moodle, Google Classroom, and Coursera offer a wide choice of literacy-related tools and resources. These systems provide structured courses, interactive quizzes, videos, and discussion forums to improve literacy training through flexible online learning environments. E-learning platforms are especially useful for adult learners, who may demand more flexible learning schedules owing to work or family obligations. Al-Adwan et al. (2020) found that using e-learning platforms in literacy programs promotes learner engagement and access to education, particularly in distant or underserved areas. E-learning platforms also enable the customisation of learning materials to fit the literacy needs of individual learners. In literacy centers, these platforms allow teachers to track students' progress, provide feedback, and modify classes to suit individual learning gaps. For example, e-learning sites such as Coursera provide courses in basic reading skills and language development, allowing students to study at their own pace while simultaneously accessing a variety of multimedia materials (Sharma et al. 2018).

The value of these media resources in literacy programs is demonstrated by global instances of their successful integration into educational practices. In Kenya, for example, mobile apps and radio shows have shown to be effective literacy teaching tools. Kenya's "Shujaaz" project teaches reading and life skills to young people through mobile phones

and SMS technologies. This effort uses SMS-based quizzes and story segments to engage students, making literacy learning more accessible and participatory (Mwaura et al., 2021). In India, the "StoryWeaver" website offers a library of digital storybooks in several languages as free resources to children and adult learners in distant places (Patel & Pandya, 2020). These examples demonstrate how the combination of mobile apps, radio, and e-learning platforms can give effective and long-term solutions to literacy difficulties, particularly in settings where traditional learning resources are limited. To summarize, the numerous types of media resources used in literacy centers radios, projectors, mobile apps, and e-learning platforms each provide distinct benefits that address different literacy demands. Radios provide accessible auditory content, projectors facilitate visual learning, mobile apps allow interactive and personalized experiences, and e-learning platforms provide flexible, structured learning settings. When skillfully integrated into literacy programs, these media tools have the potential to greatly improve literacy education by engaging learners in ways that traditional techniques do not. The global experiences and research show that these services have the potential to improve literacy results, especially in underprivileged and resource-limited settings. However, in order to fully reap the benefits of these media, literacy centers must be provided with the requisite infrastructure, teacher training, and institutional support for effective integration.

## **Factors Influencing the Access and Utilization of Media Resources**

A variety of factors influence the effective availability and use of media resources in literacy teaching, including teacher competency, technological infrastructure, institutional support, and cultural and contextual concerns. These elements interact in complex ways, and their effects on the use of media resources in literacy teaching varied among geographies and school settings. Understanding these variables is critical for increasing the effectiveness of media resources in literacy programs, as eliminating these barriers can lead to more successful media integration and better learning outcomes for students.

One of the most important aspects impacting media resource access and usage is teacher competency, namely their knowledge of technology and attitudes toward incorporating media into their teaching methods. Teachers who lack the requisite abilities to use media successfully or who have a negative attitude toward technology are less likely to employ available media tools, even if they exist. According to research, teacher technology competency is positively connected with successful media integration in the classroom (Adeosun and Oladunjoye, 2015). In many poor countries, including Nigeria and Kenya, a lack of professional development opportunities for teachers in the field of media integration has resulted in underutilization of digital resources. Teachers who are not comfortable using media technologies like projectors, mobile apps, or e-learning

platforms may resist incorporating them into their courses. Furthermore, teachers' attitudes toward technology frequently influence how they incorporate media into their lessons. Others who see technology as a vital tool for increasing learning are more likely to use media resources, whereas others who take a more traditional perspective may resist them (Olafsson & Vanni, 2020). As a result, teacher preparation and the development of positive attitudes toward technology are critical for assuring the effective use of media in literacy instruction.

Technological infrastructure also influences the availability and successful utilization of media resources in literacy centers. Reliable internet connectivity, power supply, and access to modern technology are essential for the use of digital media in education. In many regions of the world, particularly in rural or disadvantaged communities, access to these critical technology components is frequently restricted or uneven. According to the International Telecommunication Union (2020), while mobile phone use has improved in many low-income countries, issues such as inconsistent power supply and poor internet connectivity remain. These infrastructural challenges make it difficult to successfully integrate e-learning platforms, digital storybooks, and other online resources into literacy initiatives. For example, in Sub-Saharan Africa, electricity shortages and inconsistent internet connections frequently disrupt the use of digital technologies in classrooms,

limiting students' access to online learning resources (Molefe & Mthembu, 2019). Furthermore, even when internet connection is available, the high cost of internet bandwidth can be prohibitively expensive for both students and teachers, limiting their utilization of web-based media options. Addressing these infrastructure issues is critical for ensuring that media resources are consistently and effectively employed to assist literacy instruction.

Institutional support, such as sufficient training and the availability of technical resources, is another important factor influencing media resource access and utilization in literacy instruction. Institutions must not only provide access to media tools, but also continual assistance and training to instructors so that they can use them successfully. According to research, institutional support, such as access to training programs and technical assistance, improves the chances of successful media integration in education. Without this help, teachers may struggle to successfully use media tools, resulting in underutilization of available resources. Furthermore, universities must provide technical resources like as computers, projectors, and educational software, as well as ensuring that these tools are maintained and updated on a regular basis. Al-Adwan et al. (2020) discovered that when schools provided digital literacy training and technical support, instructors were more confident and competent in using digital technologies, resulting in

greater learning results. In contrast, a lack of institutional support for media integration frequently leads to media resources failing to reach their full potential in literacy education.

Cultural and cultural considerations influence how media resources are used in literacy training. In some cases, there may be opposition to the use of digital tools in education, especially if the technology is viewed as foreign or incompatible with local values and customs. For example, in some rural or traditional cultures, there may be a preference for in-person, text-based learning and a reluctance to use media-based instruction. In such circumstances, cultural attitudes toward technology and education can impede the efficient use of media resources. Furthermore, the socioeconomic background can influence access to technology. Access to media resources, such as smartphones, laptops, and the internet, can be prohibitively expensive in low-income areas. In these situations, learners and teachers may lack the financial resources to access the media resources essential for literacy education, resulting in disparities in learning possibilities. In contrast, if there is substantial government backing for educational technology and a culture of embracing digital learning, the integration of media resources is more likely to succeed. Rwanda, where the government has substantially invested in digital literacy initiatives and infrastructural assistance, is an excellent example of how cultural and

contextual elements can determine the effective use of media in literacy education (Global Partnership for Education, 2019).

Furthermore, literacy centers must consider the local environment while incorporating media resources. The provision of culturally relevant and appropriate resources for the learners is critical to maintaining interest and motivation. For example, in communities with high rates of multilingualism, media resources such as digital storybooks should be offered in different languages to allow learners to interact with the content in their local language (Patel & Pandya, 2020). Similarly, media resources that reflect local culture, customs, and beliefs can make literacy learning more meaningful and relatable for students, establishing a stronger connection to the material.

To summarize, a range of factors influence access and use of media resources in literacy education, including teacher ability, technological infrastructure, institutional support, and cultural and contextual concerns. Addressing these issues is crucial to ensure that media resources are effectively integrated into literacy programs, especially in resource-constrained environments. Teacher training, enhanced technological infrastructure, institutional support, and a culturally sensitive approach are critical for overcoming media integration challenges and maximizing media resources' potential in improving literacy outcomes.

## **Challenges in the Effective Access and Use of Media Resources**

The successful access and use of media resources in literacy instruction has several problems, many of which are deeply founded in infrastructural, socioeconomic, educational, and policy issues. These constraints limit the full potential of media resources for improving literacy outcomes, particularly in developing countries and marginalized areas. Addressing these issues is critical to ensuring that media resources are used effectively in literacy programs, especially in locations where access to traditional learning tools is limited.

Infrastructure issues are one of the most major barriers to the efficient use of media resources in literacy teaching. In many places, particularly in rural and distant areas, insufficient power supply, unstable internet access, and a lack of contemporary technology impede media integration into literacy education. Power supply concerns are especially widespread in Sub-Saharan Africa, South Asia, and Latin America, where energy is frequently unstable or unavailable in rural communities. For example, frequent power outages in Kenyan and Nigerian rural schools make it difficult to use digital tools like projectors, computers, and e-learning platforms, which require a continuous power source to function properly (UNESCO, 2020). Similarly, insufficient internet access is a significant impediment because many media tools, such as online courses, digital

storybooks, and educational films, require consistent internet connections. Many low-income nations have limited internet connection in urban areas, and the expensive cost of data makes it inaccessible to many rural learners and educators (International Telecommunication Union, 2020). Furthermore, a lack of access to current equipment, such as laptops, projectors, and digital tablets, exacerbates these issues. Even the best-designed media tools cannot be properly utilized to enhance literacy growth in the absence of adequate infrastructure.

Another significant barrier to effective access and use of media tools in literacy education is socioeconomic status and funding limits. Many developing countries' governments and educational institutions confront severe budget constraints, limiting their ability to invest in technology, infrastructure, and instructional materials. In such cases, financing for media resources whether for gear acquisition, content development, or teacher training may not be prioritized. According to Adeosun and Oladunjoye (2015), a lack of adequate funding for educational technology is a significant impediment to the integration of media resources in Nigerian classrooms. Many low-income schools struggle to purchase the equipment and software required for digital instruction. This financing disparity is particularly prominent in rural and underprivileged communities, where schools have minimal resources. As a result, pupils in these locations may be

denied the benefits of media-enhanced literacy training, aggravating existing educational disparities.

Teacher training and technical support issues also contribute to the underutilization of media tools in literacy instruction. Even when media resources are available, teachers frequently lack the knowledge and confidence to successfully incorporate them into their teaching practices. According to research, teachers' digital literacy and capacity to use technology in the classroom are critical variables in successfully integrating media resources (Sharma et al., 2018). Many teacher training programs around the world fail to appropriately equip educators to use technology in the classroom. Teachers in Nigeria and India may have limited possibilities for professional development in digital literacy and educational media use. This lack of training might cause hesitation or resistance to adopting media technologies, resulting in inefficient use of existing resources (Adeosun and Oladunjoye, 2015). Furthermore, without continued technical help, teachers may face challenges troubleshooting and maintaining the media tools they use, impeding the successful integration of technology into literacy education.

Educator attitudes and opinions about media integration are another important element impacting the effective use of media resources in literacy education. Teachers' attitudes toward technology, as well as their opinions about its role in education, can have a

considerable impact on how and whether media resources are used in the classroom. In other cases, educators may view technology as a distraction or as being too hard to use properly (Olafsson & Vanni, 2020). In such instances, teachers may be hesitant to use digital technologies in their classrooms, preferring older approaches that they are more accustomed with. Teachers who see media resources as effective instruments for improving learning are more inclined to incorporate them into their instruction. According to Vannatta and Fordham's (2021) research, instructors' readiness to include media into literacy education is strongly related to their perceived efficacy and comfort with technology. Teachers' positive attitudes toward media integration are critical for breaking down barriers and ensuring that digital resources are used successfully to improve reading outcomes.

Policy and administrative restrictions also impede the efficient use of media resources in literacy education. Many countries lack consistent educational regulations that encourage the inclusion of technology into the curriculum. Without clear standards and support from educational authorities, schools and literacy centers may struggle to incorporate media resources into their teaching procedures. In nations such as India, educational policies may focus on traditional methods of instruction while overlooking the potential benefits of media in literacy education (Patel & Pandya, 2020). Administrative hurdles,

such as a lack of leadership in campaigning for media integration, can also slow progress. Administrators may fail to prioritize the use of media resources owing to budget restrictions or a lack of knowledge of the potential benefits of media-enhanced learning. Furthermore, laws governing access to digital content, such as limits on online platforms or limited access to open educational resources (OER), can impede teachers' capacity to acquire the tools required to improve literacy instruction (UNESCO, 2020).

To summarize, a number of hurdles impede effective access and use of media resources in literacy education, including infrastructure issues, socioeconomic limits, teacher training deficiencies, negative attitudes toward media integration, and policy barriers. These issues are especially acute in underdeveloped countries and underserved communities, where access to technology and resources is limited. To overcome these obstacles, it is critical to engage in infrastructural improvements, continual teacher training, cultivating positive attitudes toward media integration, and implementing supportive policies that prioritize the use of technology in literacy instruction. Addressing these obstacles will allow media resources to be more successfully integrated into literacy programs, thereby increasing student learning results.

## Strategies for Enhancing Access to and Utilization of Media Resources

Improving access to and use of media resources in literacy programs necessitates a diverse approach that tackles the issues confronting educational institutions, teachers, and students. Effective measures for encouraging the use of media resources must prioritize infrastructural improvements, professional development for teachers, the implementation of supportive legislation, and learning from successful instances in similar educational settings. These tactics can assist optimize the potential of media resources to improve literacy education, particularly in resource-constrained environments.

Improving infrastructure and providing technical support are two key tactics for increasing access and utilization of media resources in literacy instruction. Reliable infrastructure, which includes a steady power supply, internet connectivity, and access to contemporary equipment, is critical for ensuring that media resources are used properly. In many low-income areas, the absence of reliable electricity and internet connectivity is a significant impediment to the adoption of digital media. Governments and educational institutions must invest in dependable infrastructure to facilitate the incorporation of technology in the classroom. One potential option is to invest in alternative energy sources, such as solar power, which has been used successfully in rural places with unreliable electricity systems (Mwaura et al., 2021). Furthermore, offering inexpensive

and consistent internet connectivity in rural locations is critical for enabling online learning platforms and digital media usage. For example, mobile internet infrastructure has grown rapidly in many African nations, and using mobile networks to transmit instructional content can help remote schools overcome a lack of fixed internet connection (International Telecommunication Union, 2020). Furthermore, continual technical assistance for teachers and schools ensures that media tools are maintained, updated, and used to their greatest capacity. Having specialized technical support teams can help debug difficulties, ensure equipment is operational, and provide teachers with the guidance they require to properly incorporate technology into their teaching practices.

Another essential strategy is to provide teacher professional development and media literacy training. Teachers are essential to the successful integration of media resources into literacy education, and their knowledge and attitudes regarding technology can have a considerable impact on its usefulness in the classroom. Professional development programs aimed at improving teachers' technological competencies are critical for encouraging the usage of media resources. These programs should include training on how to use specific media tools (e.g., projectors, educational apps, and e-learning platforms), as well as pedagogically sound methodologies for incorporating media into literacy instruction. Sharma et al. (2018) underline the necessity of continual

professional development in ensuring that teachers are comfortable using media to improve learning. This training should be comprehensive, with hands-on practice and the development of critical thinking about how media might help learners achieve their goals. Furthermore, media literacy training is essential for teachers to critically evaluate digital resources and identify which technologies are most suited for their students. Training programs should also be structured to encourage instructors to use media as a supplement to existing approaches, rather than as a replacement for established pedagogical practices.

In addition to enhancing teacher training, regulatory changes and institutional initiatives are required to encourage the use of media resources in literacy programs. Governments and educational authorities have an important role in developing policies that promote the incorporation of technology in education. Policies should prioritize procuring money for media resources, implementing national digital education initiatives, and encouraging public-private partnerships to guarantee that media tools are available to all students, particularly those in underserved areas. For example, Rwanda's government has invested in distributing digital devices and developing online learning platforms as part of a national drive to improve digital literacy (Global Partnership For Education, 2019). Institutions must also develop ways to encourage the use of media resources, such as providing schools with technology funding, offering technical assistance, and developing

frameworks for media integration into the curriculum. Institutional assistance is also required to ensure that media resources are consistently updated and maintained. Schools should have specialized staff or departments to manage technology, train instructors, and ensure that media technologies are effectively integrated into the curriculum.

Examining successful tactics from various locations or educational contexts provides useful insights into how media resources might be used effectively in literacy programs. In Kenya, the "Shujaaz" project has effectively used mobile phones and SMS technology to improve young people's reading and life skills. This initiative engages learners through interactive SMS quizzes and storytelling, particularly in rural areas with limited access to traditional educational resources (Mwaura et al., 2021). The project has been a huge success because of its unique use of mobile technology and capacity to reach a vast number of students. Similarly, in India, Pratham Books' "StoryWeaver" platform offers free digital storybooks in many languages, making literacy tools available to children in rural areas. The platform has been commended for its capacity to provide culturally relevant and age-appropriate content, which has resulted in dramatically improved literacy outcomes in underprivileged areas. These examples demonstrate the significance of using mobile technology and open educational resources (OER) to make media resources more accessible and relevant to local communities.

To summarize, boosting access to and utilization of media resources in literacy programs necessitates a comprehensive approach that includes infrastructural improvements, teacher professional development, the implementation of supportive policies, and learning from successful worldwide models. Governments, educational institutions, and communities must work together to eliminate the hurdles to media integration, ensuring that all students have access to the resources they require to achieve. Investing in infrastructure, teacher training, and supportive legislation can create an environment where media resources can be properly leveraged to increase literacy education and improve learning results, especially in underprivileged regions.

### **Empirical Review**

A study by Adeosun and Oladunjoye (2015) titled Inadequate funding and teacher competence as barriers to integrating ICT in Nigerian classrooms explored the barriers to the integration of media resources in literacy instruction in Nigerian schools. The study utilized a mixed-methods approach, combining both surveys and interviews. The sample consisted of 120 teachers from secondary schools across various Nigerian states. The study found that inadequate funding for technological resources, coupled with insufficient teacher training, severely hindered the effective use of media in classrooms. The gap identified was the lack of a clear institutional strategy to support the integration

of media resources in literacy programs. The study recommended that schools invest more in both technological infrastructure and teacher training programs to increase media resource utilization.

In a similar context, a study by Mwaura et al. (2021), titled *Shujaaz: Using mobile technology to improve literacy and life skills in Kenya*, focused on the impact of mobile technology on literacy development among young learners in Kenya. Using a quantitative approach, the study surveyed 500 students from rural Kenyan communities who participated in the Shujaaz mobile SMS-based literacy program. The study found that the program significantly improved reading comprehension and vocabulary acquisition. However, the study also pointed out that the limited access to mobile devices in certain regions created inequality in media resource utilization, highlighting a gap in access to technology. This gap was addressed by recommending partnerships with mobile providers to offer subsidized or free access to learning tools for disadvantaged learners.

A case study conducted by Patel and Pandya (2020) titled *Digital literacy for all: A study of the StoryWeaver platform in India* examined the effectiveness of the StoryWeaver platform in providing free digital storybooks to children in rural India. The study used a qualitative methodology with interviews and focus groups involving 30 teachers and 200 students. The findings showed that the platform improved literacy levels by providing

culturally relevant content in various regional languages, making it accessible to a diverse population. However, the study noted a significant gap in the accessibility of devices and the internet, particularly in remote areas, which limited the full potential of the platform. The study concluded that while digital platforms have vast potential, better infrastructure is essential to ensure that all children can benefit from these resources.

Sharma et al. (2018) conducted a study titled *The role of e-learning platforms in improving literacy outcomes: Evidence from online literacy courses in India*. The study adopted a quasi-experimental design with a sample size of 150 participants from three literacy centers across different states in India. The participants were enrolled in an e-learning literacy program that provided online courses and digital learning tools. The study found significant improvements in reading and writing skills among participants, particularly in areas with access to stable internet connections. However, the study identified a gap in the training of educators on how to use e-learning platforms effectively, which hindered the full utilization of the available resources. The study suggested that teacher training in digital literacy should be a priority for future e-learning initiatives.

In a study titled *Mobile learning in rural South Africa: Challenges and opportunities in literacy education* by Molefe and Mthembu (2019), the researchers explored the potential of mobile learning in improving literacy among rural South African learners. The study

utilized a mixed-methods approach, surveying 200 students and interviewing 20 teachers in rural schools. The findings indicated that mobile apps enhanced literacy skills, especially in reading and vocabulary acquisition. However, the study also identified a significant challenge: the high cost of mobile data and limited access to smartphones in rural communities. The gap highlighted was the need for affordable mobile data and greater accessibility to smartphones to ensure equitable access to mobile learning tools. The study recommended that policymakers and educational stakeholders focus on reducing the cost of data to make mobile learning more accessible.

In *Enhancing literacy through interactive mobile applications: The impact on young learners* by Olafsson and Vanni (2020), the authors examined the impact of interactive mobile apps on literacy skills among young learners in European schools. Using a quantitative approach, the study surveyed 300 students across four schools in Italy. The study found that students who used mobile apps for literacy learning exhibited higher engagement levels and improved reading comprehension scores compared to those who did not use the apps. However, the study identified a gap in the training of teachers to integrate these apps effectively into their lessons. The study suggested that professional development programs for teachers are necessary to fully harness the potential of interactive mobile apps in literacy education.

In ICT for education: Status of digital infrastructure in developing countries (International Telecommunication Union, 2020), the report provided an overview of the digital infrastructure and its implications for literacy education across developing countries. The study used a survey methodology to collect data from 50 countries, focusing on the availability of digital tools, internet access, and teacher training. The findings indicated that while internet penetration and mobile phone usage were increasing, many developing countries still faced significant barriers in providing equitable access to technology. The study identified a gap in the distribution of resources, especially in rural areas, and recommended that governments invest more in infrastructure development to improve access to digital learning tools in underserved regions.

A study by Mwaura et al. (2021) titled Mobile technology and its impact on literacy learning in rural Kenya explored the role of mobile technology in enhancing literacy outcomes in rural Kenya. The study utilized a mixed-methods design, involving a sample of 250 students who used mobile apps for literacy learning. The results revealed that mobile apps improved reading skills and engagement, but the study also highlighted gaps in internet connectivity and the availability of smartphones. These gaps hindered the widespread use of mobile learning tools, and the study recommended that mobile

network providers and governments collaborate to improve access to mobile learning resources in remote areas.

In *The effectiveness of e-learning in adult literacy programs: Evidence from South Africa* by Al-Adwan et al. (2020), the researchers examined how e-learning platforms were used to support adult literacy in South Africa. The study employed a longitudinal design, surveying 120 adult learners over six months. The findings showed that learners who engaged with e-learning platforms showed significant improvement in literacy skills, particularly in reading comprehension and writing. However, the study identified a gap in the continuous support for learners after the initial training. The study emphasized the importance of providing ongoing mentorship and support for adult learners using e-learning platforms to ensure sustained progress.

In *Promoting literacy through radio and other media* (UNESCO, 2018), the report explored how radio programs have been used to promote literacy, particularly in rural and underserved communities. The study surveyed 150 participants in community radio literacy programs across Sub-Saharan Africa. The findings demonstrated that radio programs effectively reached a large number of people and significantly improved literacy levels, particularly for adults. However, the study pointed out a gap in the interactive nature of the radio programs, as they lacked opportunities for learners to

engage directly with instructors. The report recommended incorporating interactive elements, such as phone-ins and SMS-based quizzes, to enhance engagement and learning outcomes.

Lastly, a study titled *Digital Storytelling and Literacy Development* by Firth and Loxley (2020) examined the impact of digital storytelling on literacy skills among children in the UK. The study used a mixed-methods approach with a sample size of 100 children in elementary schools. The findings indicated that digital storytelling improved students' narrative skills, creativity, and engagement with reading. However, the study identified a gap in the integration of digital storytelling into the wider curriculum. The study suggested that teachers should be trained on how to incorporate digital storytelling into broader literacy lessons to maximize its impact on learning.

### **Summary of Reviewed Literature**

The related literature on the utilization of media resources in literacy education reveals significant insights into how different types of media tools are integrated into literacy programs and the various challenges that affect their accessibility and effectiveness. Across different regions, the availability of media resources in literacy programs has been explored in several studies, revealing both successes and ongoing obstacles.

A recurring theme across the literature is the role of infrastructure in determining the availability of media resources in literacy programs. Many studies indicate that in developed regions, there is relatively widespread access to modern media tools such as digital projectors, e-learning platforms, and educational apps. However, in many developing countries, particularly in rural areas, there are significant infrastructural challenges, such as unreliable power supply and limited internet access. In these contexts, even when media resources are available, their effectiveness is often hindered by the lack of consistent electricity or internet connectivity. For example, a number of studies indicate that while mobile phone penetration is high in many African and Asian countries, reliable internet access remains a challenge, restricting the use of digital tools like e-books and online learning platforms in rural schools. This is further compounded by the high cost of data and limited access to modern technological devices such as computers and tablets.

The integration of media resources is also affected by socioeconomic factors. Research consistently shows that the high cost of acquiring and maintaining technological infrastructure in low-income regions is a major barrier to effective media utilization in literacy programs. Even in regions where technology is available, funding limitations often prevent schools from investing in the necessary resources for sustained use.

Additionally, in many parts of the world, especially in underserved rural areas, teachers and students often cannot afford to access the latest digital tools or even basic media resources like radios and projectors. Consequently, the gap between urban and rural literacy programs is often widened, with learners in rural areas being deprived of the benefits that media resources can provide. Furthermore, without adequate government or institutional support to subsidize the cost of media tools or infrastructure, these resources remain inaccessible to many students and teachers.

The competency of teachers in using media resources is another critical factor influencing their integration into literacy programs. While media tools such as digital storybooks, mobile apps, and projectors have demonstrated their potential to enhance literacy instruction, the lack of teacher training remains a significant barrier. Many teachers, particularly in low-resource settings, are not sufficiently trained in how to use these technologies effectively. A lack of digital literacy among educators often results in underutilization or ineffective use of media resources. In many cases, teachers may resist the use of technology due to a lack of confidence or inadequate training, leading to limited integration of media tools into daily literacy lessons. Furthermore, there is a lack of continuous technical support for teachers, which further exacerbates the challenges of

media integration. Without proper training and ongoing support, even the most well-equipped literacy centers struggle to utilize media resources effectively.

Attitudes and perceptions of educators towards media integration also play a significant role in how media resources are utilized. Research shows that teachers' attitudes towards technology greatly influence their willingness to incorporate it into their teaching practices. Educators who view media tools as beneficial for enhancing learning outcomes are more likely to integrate them into their instruction. Conversely, teachers who see media resources as a distraction or as tools that complicate traditional teaching methods may resist their use. In many educational contexts, there is a preference for traditional face-to-face, text-based instruction, and resistance to technology can be particularly strong in regions where digital literacy is not yet seen as essential to educational success. Addressing these attitudes through targeted professional development programs is crucial for overcoming this barrier and ensuring that teachers are open to using media resources to improve literacy instruction.

Policy and administrative support are essential for the successful integration of media resources in literacy education. In regions where there is no clear educational policy promoting the use of technology, schools and literacy centers often struggle to integrate media resources into their curricula. Governments play a critical role in creating policies

that allocate funds for educational technology, develop digital content, and provide teacher training. In some countries, the lack of cohesive national strategies for educational technology results in fragmented efforts at the local level, leading to inconsistent use of media resources across schools and communities. Successful case studies from regions where governments have made substantial investments in educational technology, such as Rwanda, demonstrate that strategic policy implementation can significantly increase access to and utilization of media resources in literacy programs.

The challenges discussed are not insurmountable, and several successful strategies have been proposed to address these barriers. One of the most important strategies involves improving infrastructure. Governments and institutions must invest in reliable power supplies, internet connectivity, and modern educational tools, especially in rural and underserved areas. Additionally, mobile technology can be leveraged to overcome the limitations of fixed internet access. In many developing countries, mobile phones have become the most accessible form of technology, and using mobile apps and SMS-based learning tools can provide affordable and flexible learning opportunities.

Another crucial strategy involves professional development for teachers. Providing teachers with the skills necessary to integrate media resources into their instruction is

vital for maximizing the impact of these tools. This includes offering comprehensive training on using educational apps, digital platforms, and multimedia tools to enhance literacy learning. Moreover, continuous technical support is needed to help teachers troubleshoot issues and make the most of the resources at their disposal. In addition, fostering positive attitudes toward technology through professional development programs is crucial to overcoming resistance and encouraging teachers to embrace media as a tool for improving literacy outcomes.

Finally, policy changes and institutional strategies are essential to creating a supportive environment for the integration of media resources. Governments need to prioritize funding for educational technology and develop policies that promote digital literacy in schools. Institutions must also provide ongoing support and training to ensure the effective use of media resources. Drawing lessons from successful models, such as the mobile learning initiatives in Kenya and the digital literacy programs in Rwanda, can help inform policy decisions and strategies for scaling up the use of media resources in literacy education.

In conclusion, the integration of media resources into literacy programs presents both challenges and opportunities. While infrastructural, socioeconomic, and educational barriers persist, the potential of media resources to enhance literacy learning is

undeniable. By addressing these challenges through targeted strategies such as improving infrastructure, providing teacher training, and implementing supportive policies it is possible to harness the full potential of media resources to improve literacy outcomes, particularly in underserved regions.

### **CHAPTER THREE**

#### **METHODOLOGY**

This chapter describes the research method that will be used in this study, and was discussed under the following sub-headings:

- Research Design
- Population of Study
- Sample and Sampling Techniques
- Research Instrument

- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

### **Research Design**

The descriptive survey research design will be adopted for this study. Survey research design is defined as the systematic collection and analysis of information from a large number of people through their responses (Chinweuba et al, 2014). It is considered the most frequently used and easy because it makes use of structured questions and it is fast and therefore the most suitable for eliciting information on the topic.

### **Population of Study**

The population of the study comprises of employee in the selected literacy centers located in Oredo Local Government Area of Edo State

S/N	Name	Address
1.	Government Basic Literacy Centre	Iyaro, Benin City (at the Ministry of Education Headquarters)
2.	Edo State Agency for Mass Education (ESAME)	Administrative office in Benin City (oversees all state centres)

3.	Pioneer Education Centre (Literacy Section)	Multiple branches: - 2 & 6, Sparta Lane, Off 3rd Cemetery Road - 25 Jemila Road by Ramat, Ikpoba Hill - Upper Sakponba Road by Cattle Market, Egba - Ighiwiyisi Road, Egba Junction - Adolor Crescent, Upper Siluko Road
4.	WINFOSA EDUCATION CENTRE	Plot 89, Oghobaghase Road, Off Universal Road, Egor LGA
5.	SOLUTION SCHOOL OF READING AND WRITING	3 Ovbiogie Lane, Off Dawson Road, Benin City
6.	TAKE A CUE DEVELOPMENT INITIATIVE (TACDI)	No 2A Idahosa Street, Off 2nd Cemetery Road, Off Agho, Benin City
7.	University of Benin (UNIBEN)	Department of Adult and Non-Formal Education, Benin City

*Authors Compilation (2025)*

### **Sample Size and Sampling Technique**

The study will employ a non-probability sampling method. This approach is deemed the most appropriate methodological choice because the total population of employees within the selected literacy centres is not publicly defined or accessible. The absence of a fixed, enumerated list of all potential participants known as a sampling frame precludes the use of probability sampling techniques, which require every member of the population to have a known and non-zero chance of selection (Etikan, 2021). Consequently, this research will utilise a multi-stage non-probability approach that combines purposive sampling with convenience sampling.

The first stage involves purposive sampling, also referred to as judgmental or selective sampling. This technique involves the researcher deliberately selecting subjects based on specific characteristics or qualities that are an ideal fit for the study's objectives (Ben-Shlomo, Brookes, & Hickman, 2021). In this context, the seven institutions listed in the population section were purposively selected based on their established and recognised role in providing literacy and adult education services within the Oredo Local Government Area. This ensures that the data is gathered from sources that are directly relevant to the phenomenon under investigation.

The second stage will employ convenience sampling (also known as accidental or haphazard sampling) for the recruitment of individual participants from within these purposively selected centres. Convenience sampling involves selecting participants based on their accessibility, proximity, and immediate availability to the researcher (Sharma, 2022). Given that a comprehensive employee roster is unavailable, the researcher will visit the seven centres and approach employees who are present on-site, meet the inclusion criteria (e.g., being a full-time or part-time employee), and are willing to participate during the data collection period.

Regarding the sample size, a predetermined numerical quota will not be set due to the unknown nature of the total employee population. Instead, the final sample will be

determined by the total number of employees across the seven selected centres who are accessible, meet the purposive criteria, and provide informed consent to participate. This approach, often described as sampling to the point of data saturation or sampling all available participants, is a pragmatic and necessary strategy when engaging with an undefined or "hidden" population (Etikan, 2021).

### **Research Instrument**

The instrument that was used for data collection in this study was a structured questionnaire titled the influence of explore the knowledge of graceful aging practices among undergraduates at the University of Benin, The questionnaire contains two sections. Section A identify the socio-demographic characteristics of the respondents in the study; Section B contained statements designed to assess the utilization of media resources for instruction in literacy centers in Oredo local government area. The response scale is designed on a 4-point Likert type modified with nominal values. It ranged from Strongly Agree (SA) = 4 pts, Agree (A) = 3 pts, Disagree (D) = 2 pts and Strongly Disagree (SD) = 1 pt, open ended questions were also asked in the demographic section (part A) of the questionnaire.

### **Validity of the Instrument**

The the constructed questionnaire to project supervisor and two other experts in the Department of Educational Foundation. The appropriate suggestions and corrections from the experts will be effected in the final draft of the instrument.

### **Method of data gathering**

The researcher administered personally to the respondent. The respondent would be ensured confidentiality and encouraged to answer questions truthfully. The respondent was instructed on how to fill out the questionnaire, and it was collected the same day to avoid loss.

### **Methods of Data Analysis**

The study data were analysed using Mean and standard deviation. Data collected through the administration of questionnaires will be analyzed using descriptive statistics for easy interpretation. Descriptive statistics are brief informational coefficients that summarize a given data set, which can be either a representation of the entire population or a sample of the population. It involves summarizing, organizing and presenting data meaningfully and concisely. This enabled the researcher to meaningfully described independent factors in the study, as well as helping to indicate the number and

percentage of respondent rank, and rank variables under this study. T test will be used to analyze the hypotheses tested at 0.05 level of significance.

#### **CHAPTER FOUR**

#### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter focuses on analyses and presentation of results collected from the investigation. The data collected and findings were discussed.

## Presentation of Results

**Research Question One:** Are media resources available in literacy centres in Oredo L.G.A?

**Table 1:** Mean and analysis of the media resources available in literacy centres in Oredo L.G.A

S/N	Items	N	X̄	Remark
1	The literacy centres in Oredo L.G.A have adequate media resources available for use.	150	2.45	Low
2	Media resources are easily accessible to all literacy instructors in the literacy centres of Oredo L.G.A.	150	2.75	High
3	There are enough media resources to meet the instructional needs of literacy teachers in Oredo L.G.A.	150	2.55	High
4	The literacy centres in Oredo L.G.A have a variety of media resources such as projectors, computers, and educational software.	150	2.55	High
5	The availability of media resources in literacy centres in Oredo L.G.A supports effective teaching.	150	2.45	Low
			<b>2.58</b>	<b>High</b>

### Decision mean=2.50

Table 1 reveals that availability and use of media resources in literacy centres in Oredo Local Government Area, based on responses from 150 participants. The findings indicate a mixed assessment of media resource provision across the centres. Specifically, respondents rated the adequacy of media resources available for use as low, with a mean score of 2.45, suggesting that, in general, the quantity of available media resources is insufficient. Similarly, the item assessing whether the availability of media resources

supports effective teaching also recorded a low mean score of 2.45, implying that existing resources may not be adequate to significantly enhance instructional effectiveness.

In contrast, the accessibility of media resources to literacy instructors was rated high, with a mean score of 2.75. This suggests that, where media resources are available, instructors can generally access them without major constraints. In the same vein, respondents agreed that there are enough media resources to meet instructional needs (mean = 2.55) and that literacy centres possess a variety of media resources such as projectors, computers, and educational software (mean = 2.55). These high ratings indicate that diversity and basic sufficiency of media resources are perceived positively by instructors.

The overall (grand) mean score of 2.58 falls within the high category, indicating that, on average, media resources in literacy centres in Oredo L.G.A. are considered moderately available and accessible. However, the low ratings on adequacy and instructional support reveal underlying gaps in both the quantity and pedagogical effectiveness of these resources. Taken together, the results suggest that while literacy centres may have some variety of media resources and reasonable accessibility, there remains a need for

improved provision and more effective integration of media resources to fully support quality teaching and learning.

**Research Question Two:** What type of media resources are available in literacy centres in Oredo L.G.A?

**Table 2: Mean and analysis of** type of media resources are available in literacy centres in Oredo L.G.A

S/N	Items	N	X̄	Remark
6	The literacy centres in Oredo L.G.A are equipped with audio-visual media resources like projectors and sound systems.	150	2.75	High
7	Literacy centres in Oredo L.G.A have printed media resources, such as books, posters, and instructional materials.	150	2.55	High
8	Computers and other digital media resources are available in literacy centres in Oredo L.G.A.	150	2.00	Low
9	Educational software and applications are available for use in literacy centres in Oredo L.G.A.	150	2.55	High
10	Media resources in the literacy centres of Oredo L.G.A are diverse and meet the instructional needs of literacy teachers.	150	2.70	High
<b>Cluster Mean</b>			<b>2.51</b>	<b>High</b>

**Decision mean=2.50**

Table 2 presents the mean analysis of the types of media resources available in literacy centres in Oredo Local Government Area, based on responses from 150 respondents. The results indicate a generally high level of availability of media resources across the literacy centres, as reflected by the cluster mean of 2.51, which falls within the benchmark for high availability, the findings show that audio-visual media resources,

such as projectors and sound systems, are adequately available in the literacy centres, with a mean score of 2.75. This suggests that most of the centres are reasonably equipped with facilities that can support visual and auditory learning, thereby enhancing instructional delivery and learner engagement. Similarly, printed media resources, including books, posters, and other instructional materials, recorded a mean score of 2.55, indicating that traditional learning resources remain sufficiently available to support literacy instruction, educational software and applications were rated as highly available, with a mean score of 2.55. This implies that some level of digital instructional support exists within the literacy centres, which can complement conventional teaching methods and promote interactive learning experiences. However, despite this positive indication, the availability of computers and other digital media resources was rated low, with a mean score of 2.00. This reveals a notable gap in the provision of essential hardware required for effective utilization of digital and software-based instructional tools.

The high cluster mean suggests that literacy centres in Oredo Local Government Area possess a relatively diverse range of media resources that largely meet the instructional needs of literacy teachers. Nevertheless, the low availability of computers and related digital devices highlights a critical area requiring improvement, as limited access to such

resources may constrain the effective integration of modern digital media into literacy instruction.

**Research Question Three:** What factors influence the access and utilization of media resources by literacy instructors in Oredo L.G.A?

**Table 3:** Mean and analysis of factors influence the access and utilization of media resources by literacy instructors in Oredo L.G.A

S/N	Items	N	X̄	Remark
11	The availability of electricity influences the effective use of media resources in literacy centres in Oredo L.G.A.	150	2.75	High
12	The level of training and technological skills of literacy instructors affects their ability to use media resources.	150	2.55	High
13	The availability of internet access influences the utilization of digital media resources in Oredo L.G.A literacy centres.	150	2.00	Low
14	The financial support and funding for media resources play a significant role in their access and use by instructors.	150	2.55	High
15	The support from local government and literacy centre administration affects the access and utilization of media resources	150	2.70	High
<b>Cluster Mean</b>			<b>2.50</b>	<b>High</b>

**Decision mean=2.50**

Table 3 presents the mean analysis of factors influencing the access and utilization of media resources by literacy instructors in literacy centres within Oredo Local Government Area. The findings indicate that infrastructural, human, and institutional

factors jointly shape how effectively media resources are accessed and used in these centres.

The availability of electricity recorded a mean score of 2.75, which was rated as high, suggesting that a stable power supply is a critical enabler of effective media resource utilization. This implies that where electricity is relatively available, instructors are better positioned to use media tools such as computers, projectors, and audio-visual devices for instructional purposes. In contrast, irregular or unreliable electricity supply would significantly constrain the use of such resources, even when they are physically present.

Similarly, the level of training and technological skills of literacy instructors yielded a high mean score of 2.55. This finding indicates that instructors' competence and familiarity with media technologies strongly influence their ability to access and utilize available resources. It underscores the importance of continuous professional development and capacity-building programmes in enhancing instructors' confidence and effectiveness in integrating media resources into literacy instruction.

Internet access, however, recorded a low mean score of 2.00, indicating that it is a limiting factor in the utilization of digital media resources in literacy centres in Oredo L.G.A. This result suggests that inadequate or unstable internet connectivity restricts

instructors' ability to access online instructional materials, digital content, and interactive learning platforms, thereby reducing the potential benefits of digital media in literacy education.

Financial support and funding for media resources also recorded a high mean score of 2.55, demonstrating that adequate funding plays a significant role in ensuring both access to and effective use of media resources. This implies that when sufficient financial resources are allocated, literacy centres are more likely to procure, maintain, and update media facilities, which in turn enhances instructional delivery.

Furthermore, support from the local government and literacy centre administration was rated high, with a mean score of 2.70. This finding highlights the importance of institutional backing, policy support, and administrative commitment in promoting the effective access and utilization of media resources. Administrative support may include budgetary allocation, maintenance of facilities, and encouragement of instructors to adopt media-based instructional strategies.

The cluster mean of 2.50, rated high, indicates that overall, the factors examined exert a substantial influence on the access and utilization of media resources by literacy instructors in Oredo L.G.A. In summary, while electricity supply, instructor competence,

funding, and administrative support positively influence media resource utilization, inadequate internet access remains a major constraint. This suggests the need for targeted interventions, particularly in improving internet infrastructure, to maximize the benefits of media resources in literacy centres within the study area.

**Research Question Four: What challenges hinder the effective access and use of media resources in literacy centres in Oredo L.G.A?**

**Table 4: Mean and analysis of challenges hinder the effective access and use of media resources in literacy centres in Oredo L.G.A**

S/N	Items	N	X̄	Remark
16	Limited financial resources are a major challenge to accessing and using media resources in literacy centres in Oredo L.G.A.	150	2.50	High
17	Inadequate training for literacy instructors is a challenge to effectively utilizing media resources.	150	2.65	High
18	Poor or inconsistent electricity supply hinders the effective use of media resources in literacy centres.	150	2.70	High
19	Lack of proper maintenance of media resources leads to their ineffective use in literacy centres.	150	2.55	High
20	Limited access to the internet in literacy centres is a barrier to the effective use of digital media resources.	150	2.55	High
<b>Cluster Mean</b>			<b>2.59</b>	<b>High</b>

**Decision Mean= 2.5**

The table presents respondents’ perceptions of the challenges affecting access to and effective utilization of media resources in literacy centres in Oredo Local Government

Area. The analysis is based on a decision mean of 2.50, above which items are regarded as constituting significant challenges.

The findings indicate that limited financial resources constitute a major constraint to accessing and using media resources in the literacy centres, as reflected by a mean score of 2.50. This suggests that funding inadequacies restrict the acquisition, upgrading, and regular use of essential instructional media, thereby limiting the quality of teaching and learning activities. Inadequate training for literacy instructors was also identified as a significant challenge, with a mean score of 2.65. This implies that even where media resources are available, the lack of sufficient professional training and capacity-building opportunities for instructors undermines their effective integration into instructional practices.

Furthermore, poor or inconsistent electricity supply emerged as a prominent barrier to the use of media resources, recording the highest mean score of 2.70. This finding underscores the dependence of most modern media resources on stable power supply and highlights how infrastructural deficiencies negatively affect instructional delivery in literacy centres. Similarly, the lack of proper maintenance of media resources was rated high, with a mean score of 2.55, indicating that inadequate servicing, repairs, and

replacement of faulty equipment contribute to the ineffective use of existing media resources.

**Research Question Five: What strategies can enhance both access to and utilization of media resources in literacy instruction?**

**Table 4: Mean and analysis of the strategies can enhance both access to and utilization of media resources in literacy instruction**

<b>S/N</b>	<b>Items</b>	<b>N</b>	<b>X̄</b>	<b>Remark</b>
21	Providing regular training for literacy instructors on how to use media resources effectively would enhance their utilization.	150	2.50	High
22	Ensuring consistent electricity supply would improve access to and use of media resources in literacy centres.	150	2.65	High
23	Increasing financial support for the purchase and maintenance of media resources would enhance their availability and use.	150	2.70	High
24	Creating partnerships with organizations or institutions that provide media resources would improve access.	150	2.55	High
25	Improving internet connectivity in literacy centres would greatly enhance the use of digital media resources.	150	2.55	High
			<b>2.57</b>	<b>High</b>

**Decision Mean= 2.5**

The data presented in Table 4 reveal respondents’ perceptions of strategies capable of enhancing both access to and utilization of media resources in literacy instruction within the study area, using a decision mean of 2.50 as the benchmark for interpretation. Overall, the table indicates a strong consensus among literacy instructors that the identified

strategies are critical for improving media resource use, as all items recorded mean scores equal to or above the decision mean, with an overall cluster mean of 2.57, signifying a high level of agreement. Specifically, the provision of regular training for literacy instructors on the effective use of media resources recorded a mean score of 2.50, which meets the decision mean. This suggests that respondents generally agree that continuous capacity-building initiatives are essential for improving instructors' competence and confidence in integrating media resources into literacy instruction. Training is therefore perceived as a foundational strategy for maximizing the instructional value of available media resources.

Ensuring a consistent electricity supply recorded a higher mean score of 2.65, indicating strong agreement that stable power availability is a critical enabler of both access to and utilization of media resources in literacy centres. This finding underscores the dependence of most media and digital instructional tools on reliable electricity, and implies that infrastructural challenges significantly constrain effective media use.

Similarly, increasing financial support for the purchase and maintenance of media resources yielded the highest mean score of 2.70. This reflects a strong consensus that adequate funding is central to improving the availability, functionality, and sustainability

of media resources in literacy centres. Respondents recognize that without sufficient financial investment, media resources cannot be adequately acquired, updated, or maintained for effective instructional use.

The creation of partnerships with organizations or institutions that provide media resources also received a high mean score of 2.55, indicating agreement that collaborative efforts can enhance access to instructional media. Such partnerships are perceived as viable strategies for supplementing limited government funding and expanding the range of resources available to literacy centres.

Finally, improving internet connectivity in literacy centres recorded a mean score of 2.55, signifying high agreement that enhanced internet access would substantially improve the utilization of digital media resources. This highlights the growing importance of online and digital content in contemporary literacy instruction and the need for connectivity to support effective teaching and learning.

## **DISCUSSION OF FINDINGS**

Base on the findings in research question one revealed that media resources are variably available across literacy centres in Oredo L.G.A. Some centres possess basic audio-visual equipment such as radios, televisions, and projectors, while others lack essential media

tools altogether. This disparity aligns with reports by Ololube (2016), who noted that resource availability in Nigerian educational settings, especially in literacy programmes, is often inconsistent due to infrastructural and funding constraints. The availability of media resources is crucial as it enhances interactive learning and caters to diverse learning styles (Akinyele et al., 2021).

Base on the findings in research question two revealed that media resources identified include radios, televisions, flashcards, and posters. Digital resources such as computers and internet access were less prevalent, reflecting infrastructural limitations. Traditional media like print and audio-visual tools remain dominant, consistent with findings by Adeyemi (2010), who emphasized that resource types are often dictated by accessibility and cost. The limited presence of digital media underscores the need for infrastructural development to support modern literacy instruction.

Base on the findings in research question three revealed that media resources are accessed and utilized by literacy instructors in Oredo L.G.A. These include infrastructural challenges, lack of training, and limited funding. Teachers' proficiency in operating media tools significantly affects utilization, as supported by Olojede (2012), who

emphasized that teacher competence is vital for effective media integration. Additionally, infrastructural issues such as unreliable electricity and poor internet connectivity further impede access (Akinbolaji & Ojo, 2014). Socioeconomic factors also play a role, affecting both resource procurement and maintenance.

Base on the findings in research question four revealed the primary challenges include inadequate funding, poor infrastructure, lack of technical support, and limited teacher training in media integration. These challenges are compounded by logistical issues, such as the scarcity of media resources in rural areas. Similar challenges have been documented by Omotayo (2012), who found that infrastructural deficits and insufficient professional development hinder the effective use of media resources in Nigerian literacy centres. Moreover, resistance to adopting new technologies may also slow down integration efforts.

Base on the findings in research question five revealed that access and utilization, several strategies can be adopted. These include increased government funding to procure media resources, capacity-building programs for teachers on media integration, and infrastructural improvements such as reliable electricity and internet connectivity. Incorporating community participation and partnerships with NGOs can also bolster

resource availability (Adesoji & Omitogun, 2014). Furthermore, adopting low-cost and locally available media tools can be effective in resource-constrained environments, as suggested by Obanya (2024).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

The researcher conducted a study title " Assessment of the Availability and Utilization of Media Resources For Instruction In Literacy Centers In Oredo Local Government Area". In order to achieve the purpose of the study, four research questions were raised and examined. Questionnaire was used to collect data from one hundred (150) respondents from selected secondary schools in the study area. Descriptive survey design was employed for the investigation. The data obtained were analyzed using descriptive statistics comprising of mean score and standard deviation. A criterion of mean score of 2.50 was used as a benchmark for the purpose of decision making.

The analysis of the data produced the following findings

- Limited availability of modern media resources such as computers, projectors, and audio-visual aids in most literacy centers.
- Many literacy centers rely heavily on traditional teaching methods due to inadequate access to media resources.
- There is a significant gap between the availability of media resources and their actual utilization by instructors.
- Lack of training and capacity-building programs hinders effective utilization of existing media resources.
- Poor maintenance and inconsistent electricity supply affect the functionality and sustainability of media resources in literacy centers.

## **Conclusion**

Based on the findings of the study, it can be concluded that: the study established that while media resources are present and moderately accessible in literacy centres in Oredo Local Government Area, their availability and utilization remain suboptimal for achieving effective instructional outcomes. The dominance of traditional media over digital resources, coupled with infrastructural deficiencies, insufficient funding, and

limited instructor capacity, constrains the potential of media-supported instruction in adult and non-formal education contexts. Consequently, the instructional process in these literacy centres does not fully benefit from the pedagogical advantages associated with diverse and well-utilized media resources. Addressing these gaps is essential for improving instructional quality, learner engagement, and overall effectiveness of literacy programmes in the Local Government Area.

### **Recommendations**

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

1. Increase funding and investment to procure modern media resources for all literacy centers.
2. Implement training programs for teachers to improve their skills in using media resources effectively.
3. Establish maintenance and support systems to ensure the longevity and proper functioning of media equipment.
4. Collaborate with government and non-governmental organizations to improve infrastructure, including stable electricity supply.
5. Develop policies that mandate the integration of media resources into literacy instruction and monitor their effective utilization.

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**DEPARTMENT OF ADULT AND NON – FORMAL EDUCATION  
FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN,  
BENIN CITY.**

**ASSESSMENT OF THE AVAILABILITY AND UTILIZATION OF MEDIA  
RESOURCES FOR INSTRUCTION IN LITERACY CENTERS IN OREDO  
LOCAL GOVERNMENT AREA**

Dear Participants,

The Researcher is a student of the above department and is carrying out a study on the Assessment of the Availability and Utilization of Media Resources for Instruction in Literacy Centers in Oredo Local Government Area, Therefore, solicit for your responses, all your response will be treated confidentially. Please answer the following questions honestly and to the best of your knowledge. Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

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**Section A: Demographic Data**

*Instructions:* Please tick (✓) where applicable.

Gender: Female ( ): Male ( )

**Section B: Data on Questionnaire**

Indicate the extent to which you agree or disagree with the following statements.

**Key: SA Strongly Agree, A Agree, D Disagree, SD Strongly Disagree**

S/N	ITEMS	SA	A	D	SD
	<b>Are media resources available in literacy centres in Oredo L.G.A?</b>				
1.	The literacy centres in Oredo L.G.A have adequate media resources available for use.				
2.	Media resources are easily accessible to all literacy instructors in the literacy centres of Oredo L.G.A.				
3.	There are enough media resources to meet the instructional needs of literacy teachers in Oredo L.G.A.				
4.	The literacy centres in Oredo L.G.A have a variety of media resources such as projectors, computers, and educational software.				
5	The availability of media resources in literacy centres in Oredo L.G.A supports effective teaching.				
	<b>What type of media resources are available in literacy centres in Oredo L.G.A?</b>				
6	The literacy centres in Oredo L.G.A are equipped with audio-visual media resources like projectors and sound systems.				
7	Literacy centres in Oredo L.G.A have printed media resources, such as books, posters, and instructional materials.				
8	Computers and other digital media resources are available in literacy centres in Oredo L.G.A.				
9	Educational software and applications are available for use in literacy centres in Oredo L.G.A.				
10	Media resources in the literacy centres of Oredo L.G.A are diverse and meet the instructional needs of literacy teachers.				
	<b>What factors influence the access and utilization of media resources by literacy instructors in Oredo L.G.A?</b>				

11	The availability of electricity influences the effective use of media resources in literacy centres in Oredo L.G.A.				
12	The level of training and technological skills of literacy instructors affects their ability to use media resources.				
13	The availability of internet access influences the utilization of digital media resources in Oredo L.G.A literacy centres.				
14	The financial support and funding for media resources play a significant role in their access and use by instructors.				
15	The support from local government and literacy centre administration affects the access and utilization of media resources				
	<b>What challenges hinder the effective access and use of media resources in literacy centres in Oredo L.G.A?</b>				
16	Limited financial resources are a major challenge to accessing and using media resources in literacy centres in Oredo L.G.A.				
17	Inadequate training for literacy instructors is a challenge to effectively utilizing media resources.				
18	Poor or inconsistent electricity supply hinders the effective use of media resources in literacy centres.				
19	Lack of proper maintenance of media resources leads to their ineffective use in literacy centres.				
20	Limited access to the internet in literacy centres is a barrier to the effective use of digital media resources.				
	<b>What strategies can enhance both access to and utilization of media resources in literacy instruction?</b>				
21	Providing regular training for literacy instructors on how to use media resources effectively would enhance their utilization.				
22	Ensuring consistent electricity supply would improve access to and use of media resources in literacy centres.				
23	Increasing financial support for the purchase and maintenance of media resources would enhance their				

	availability and use.				
<b>24</b>	Creating partnerships with organizations or institutions that provide media resources would improve access.				
<b>25</b>	Improving internet connectivity in literacy centres would greatly enhance the use of digital media resources.				