

Use of Library Resources in Private Secondary Schools in Esan North East Local Government Area, Edo State

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Abstract

This research work x-rayed the use of library resources in secondary schools in Esan North East Local Government Area of Edo State. The research instrument was the questionnaire; and 195 copies of it were administered, while 190 were retrieved and analyzed. Having adopted the descriptive survey research method, the research found out that the library resources available in the secondary school libraries are monographs (textbooks), dictionaries, atlases, magazines newspapers, CD-ROM, audio-visuals and fictions (storybooks, novels, cartoons); of the available library resources, those mainly used by students are monographs (textbooks), dictionaries, newspapers, atlases. Also the research found out that improvement in academic performance, life-long learning skills, information seeking skills, self-study skills are some of the effects the use of school libraries has on the students. The research recommended that school students should be enlightened on the importance of the library, and the organized private sector should partner with schools to sponsor library projects as part of their corporate social responsibilities.

Keywords: Library resources, Secondary schools, Use of library, School library

Introduction

School libraries stock materials that individual students or teachers may not be able to acquire themselves. These library resources are usually made available for use in the library. This is because libraries primarily stock materials that are of interest and can ensure the developmental growth for young, teenagers and youths of this era. This shows that a school library, through its information resources have the ability to better the lots of the school students. The range of library resources housed by the library cannot be limited to only textbooks, as noted by Bonard and Dulle (2014). The different range of library resources is necessary to enable the school library fulfill its functions among which are: to systematically provide information resources required for the school's educational programmes and to assist in improving and increasing the reading skills and learning habits of students (Arua & Chinaka, 2011).

Despite the agreement on the importance of the school library, as noted by Arua and Chinaka (2011), not all secondary schools have libraries; and Moruf (2015) noted that in spite of the claim that the library is the heart of the school or laboratory of laboratories, school libraries are a relatively new concept. One may begin to wonder if the major functions of the library, which are to support the curriculum and promote reading (Moruf, 2015) can be achieved without the library. Use of library resources cannot be relegated to the rear when we talk about the library being the centre of attraction of a school. What makes the library important is not the structure, position nor the holdings, but the ability it has to improve those who use it. In line with this, Owate and Okpa (2013) opined that issues that have to do with educational standards cannot be properly addressed in isolation of the school library.

Several effects are attributed to the use of school libraries by secondary school students. Adebamowo (2011) asserts that the adequate provision and use of audio-visual materials alongside print materials make classroom work more stimulating and efficient. For Owate and Okpa (2013), school library supports and reinforces the learning of school core subjects' contents; it helps students develop good reading habit and self-study skills; it provides needed information and references services; and it helps students have knowledge about authors and books. Oduagwu and Oduagwu (2013) observed that the library should be used by students during free periods, instead of playing about and wasting the time of the free period.

In the past, libraries pride themselves in the total holding they have, without concern for access to these holdings by library users. A library with resources that could easily be accessed and used will obviously be a source of attraction. Libraries need resources to meet the needs of users, and some parent institutions try hard to provide needed library resources. In spite of this effort to equip school libraries, these library resources appear to be inaccessible or underutilized. In some cases, these library resources are removed from the libraries and kept under lock in the principal's offices, making them inaccessible for use. Even when some of these materials are kept in the libraries, access to them is difficult, and this should be a matter of concern to every stakeholder in secondary school system. Hence, this study aims at examining the use of library resources in some

selected private secondary school libraries in Edo State, with particular reference to Esan North East Local Government.

Objectives of the Study

1. To determine the library resources available in Private Schools in Esan North East
2. To determine whether available library resources are used by students
3. To determine the effect of use of these libraries on students.

Literature review

The major aim of school library is to support the curricula of the school. Fakomogbon, Bada, Omiola, and Awoyemi (2012) found out that many schools' libraries have library resources available in their number. However, only quantitative analysis was considered by these school libraries. The implication of this is that while libraries try to make available library resources they should also be relevant to the curricula of the parent institutions. For today's school libraries to be centres for a wide variety of educational media, as Adebamowo (2011) calls it, the school library will need to have these wide variety of educational media in abundance. These educational media must be available in their numbers if the school library is to remain the centre of the school activities, otherwise, students of secondary schools who are willing and ready to learn will use alternative sources like the public library, academic library or the internet sources (Benard & Dulle, 2014).

Moruf (2015) opines that few schools had libraries before the 20th century and the early school libraries had two principal objectives: 'to provide materials to support the curriculum and to promote reading'. Both objectives are still important today, as they will ensure the availability of resources in the library. In summary, the diagram below explains the library resources that are expected to be found in a school library.

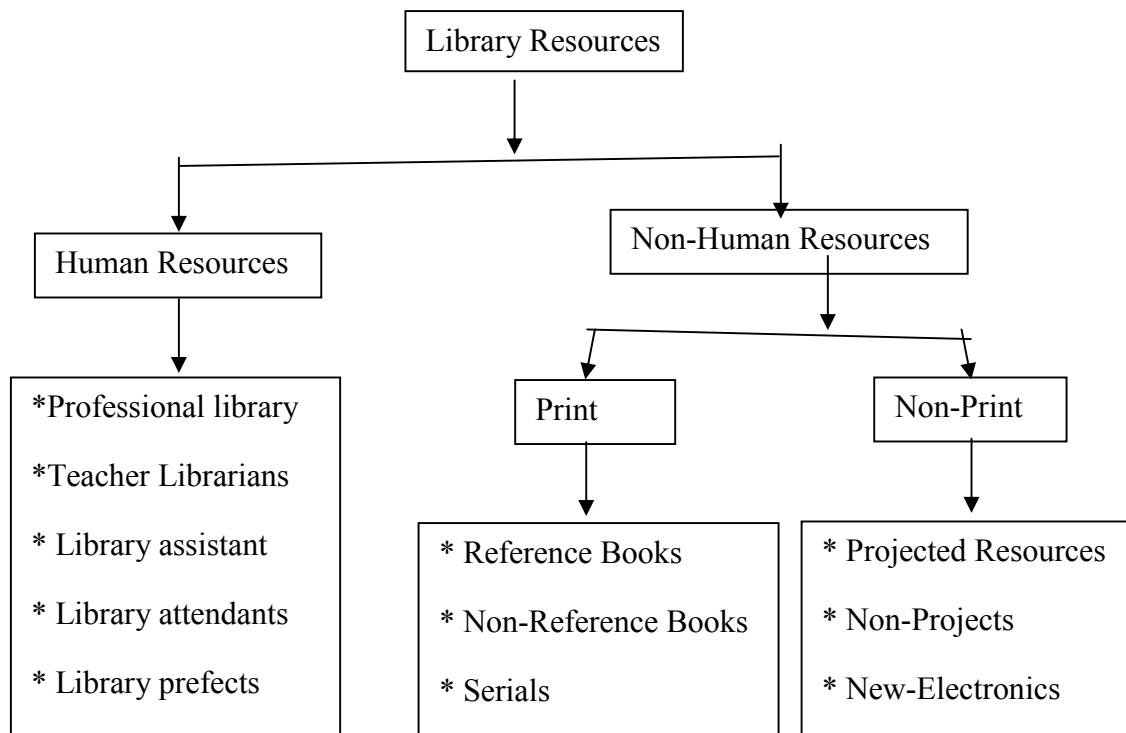


Figure 1: Library Resources : Source: Fakomogbon, et al., (2012)

Availability of library resources in secondary school library is not much of a big challenge. Virtually all school libraries have resources of one form or the other and in varying quantity. The actual issue is the usage of these library resources for the purposes they are meant for. Arua and Chinaka (2011) believe that library users will generally use the library when they are aware of the existence of the library as well as the adequacy of the holdings of the library. That is, school students will seek to use the library if and only if they believe that the use of the library will better their lot after using it. Adeyemi (2010) linked students' outcome in school to the use of library resources. Pointing out that when a school library has adequate resources and these resources are used effectively, the students will naturally have better grades in school. Oduagwu and Oduagwu (2013) found out that students use the library during examination, because they have library periods in the school timetable and during free periods or break time, while a few students use the library at any available opportunity.

There is no gain saying the fact that there is a clear difference between those who use the library and those who do not. Jato, Ogunniyi and Olubiyo (2014) reported that the irregular use of school libraries by the students of secondary schools could lead to poor

scores in test and examination. This shows that there is a significant relationship between using the school library and students' performance in academics. Ivwighreghweta and Igere (2014) also showed in their survey that those who had access to and use the online library information resources for their academic pursuit had better grades and they could learn self-study skills for life-long learning. Aanu and Olatoye (2011) observed that the use of library resources and study habit are important predictors of science achievement. These two variables are among the factors that can raise students' achievement in science. Bamidele (2015) noted that there is a clear indication that 'those who tried to benefit from all facilities of the library' ranked highest by its mean score and were followed by 'those who borrowed books from the library' and 'those who visited the library only when there is assignment'.

Several studies have revealed that the use of school libraries have positive effect on students, the reverse will however be the case when the libraries lack relevant materials. Students who use the library, not for assignment purposes only, but on daily or regular basis tend to build good reading habits that will assist them in future studies, (Jato, et al., 2014). Oduagwu and Oduagwu (2013) interestingly found out that many students in Owerri metropolis do not use their school libraries and upon further investigation, they discovered that these students have refused to use their school libraries because they felt the library will not have any impact on them, as the libraries suffered from dearth of relevant materials. Arua and Chinaka (2011) also found out in Umuahia that libraries of secondary schools do not satisfy the information needs of the users because the holdings of the libraries were inadequate.

Methodology

Descriptive survey research design has been adopted for this research. The population of this study comprises all senior secondary school students of the two secondary schools with functional libraries in Esan North East Local Government Area in Edo State with functional libraries. The research instrument adopted for this study is the questionnaire, and the collected data were analyzed using tabulation and simple percentage analysis, for easy comprehension.

Table 1: Population of the Study

SN	Name of School	Functionality of the Library	Population of Senior Secondary Students
1	Lumen Christi International High School	Functional Library	305
2	Ufua Memorial Secondary School	Functional Library	85

Findings and Discussion

Copies of the questionnaire distributed to the respondents were 390, of which, 380 were retrieved, giving a response rate of 97.44%.

Table 2: Distribution of Respondents by Class

Class	Frequency	Percentage
SS1	156	41.05%
SS2	182	47.90%
SS3	42	11.05%
TOTAL	380	100%

Table 2 shows the class distribution of the respondents. It shows that 156 (41.05%) of the respondents are in SS1, 182 (47.90%) of the respondents are in SS2, while 42 (11.05%) of the respondents are in SS3.

Table 3: Availability of Library Resources

SN	Library Resources	Available	Not Available
1	Monographs (textbooks)	380 (100%)	0 (0%)
2	Dictionaries	380 (100%)	0 (0%)
3	Atlases	380 (100%)	0 (0%)
4	Magazines	380 (100%)	0 (0%)
5	Newspapers	380 (100%)	0 (0%)
6	CD-ROM	380 (100%)	0 (0%)
7	Audio-visuals	380 (100%)	0 (0%)
8	Fictions (storybooks, novels, cartoons)	380 (100%)	0 (0%)

Table 3 reveals that the entirety of the respondents attested to the availability of the following library resources: Monographs (textbooks); Dictionaries; Atlases; Magazines; Newspapers; CD-ROM; Audio-visuals; and Fictions (storybooks, novels, cartoons).

Table 4: Extent of Use of Library Resources

SN	Available Library Resources	High Extent	Low Extent
1	Monographs (textbooks)	380 (100%)	0 (0%)
2	Dictionaries	372 (97.89%)	8 (2.11%)
3	Atlases	322 (84.74%)	58 (15.26%)
4	Magazines	172 (45.26%)	208 (54.74%)
5	Newspapers	330 (86.84%)	50 (13.16%)
6	CD-ROM	118 (31.05%)	262 (68.95%)
7	Audio-visuals	132 (34.74%)	248 (65.26%)
8	Fictions (storybooks, novels, cartoons)	246 (64.74%)	134 (35.26%)

Table 4 reveals that 380 (100%) of the respondents use the monographs (textbooks) to a high extent; 372 (97.89%) use dictionaries to a high extent; 322 (84.74%) use atlases to a high extent; 172 (45.26%) of the respondents use magazines to a high extent; 330 (86.26%) use newspapers to a high extent; 118 (31.05%) of them use CD-ROM to a high extent; 132 (34.74%) use audio-visuals to a high extent; and 246 (64.74%) use fictions (storybooks, novels, cartoons) to a high extent.

Table 5: Effects of Use of Library on Students.

SN	Effect of Use of Library Resources on Students	Yes	No
1	Use of the library improves my performance during test and examination	380 (100%)	0 (0%)
2	Use of library has help me to learn self-study skills	248 (65.26%)	132 (34.74%)
3	Use of library help me to develop information seeking skills	336 (88.42%)	44 (11.58%)
4	Use of library help me to learn life-long learning skills	364 (95.79%)	16 (4.21%)
5	I do not need the library to excel in my academics	264 (69.47%)	116 (30.53%)

On the effects of use of library on students, Table 5 shows that 380 (100%) of the respondents said they use the library to improve their performance during test and examination; 248 (65.26%) mentioned that the use of the library helps them to learn self-study skills; 336 (88.42%) use of library helps them to develop information seeking skills; 364 (95.79%) of the respondents said the use of the library helps them to learn life-long learning skills; and 264 (69.47%) are of the view that they do not need the library to excel in their studies. For these set of respondents, they feel they can excel in their studies by

using only their textbooks when reading or studying. This could probably be because they feel the school library is not well equipped.

From the responses, the respondents admitted that the available library resources in their school libraries are: monographs (textbooks); dictionaries; atlases; magazines; newspapers; CD-ROM; audio-visuais; fictions (storybooks, novels, cartoons); and librarians. In all these the ones mainly used by students are monographs (textbooks); dictionaries; newspapers; atlases; librarians; fictions (storybooks, novels, cartoons); magazines; audio-visuais; and CD-ROM. The findings agree with those of Bonard and Dulle (2014) who said the range of library resources used in the library cannot be limited to only textbooks. The research findings also agree with those of Fakomogbon, et al., (2012) who observed that the library resources used in libraries in Ilorin Metropolis include textbooks, reference materials, serials and audio-visuais.

The research findings show that the effects of using secondary school libraries on students are: improvement of their performance during test and examination; learning life-long learning skills; developing information seeking skills; learning self-study skills; and in contrast however, most of them are of the opinion that they don't need the library to excel in their studies. For these set of respondents, they feel they can excel in their studies by using only their textbooks when reading or studying. This could probably be because they feel the school library is not well equipped.

Conclusion and Recommendations

The study which focused on the use of library resources in secondary schools have been able to explore and make known, the library resources housed by school libraries in Esan North East Local Government Area of Edo State. The research dwelt on the actual usage of the available resources, as well as studying the effects of the use of library resources on students. The study concludes that students who use the library have better performance than their pairs who do not use the library.

Based on the research findings and conclusions, the following recommendations are made:

1. The organized private sector should partner with schools to sponsor library projects as part of their corporate social responsibilities.

2. Schools libraries should imbibe the culture of stocking recent, up-to-date and relevant library resources for use by the students.
3. Schools should enlighten their students on the importance of the library, so they can see the need to use the library.

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