

**TEACHERS' ATTITUDE TOWARD SCHOOL LIBRARY  
SERVICES IN SELECTED SECONDARY SCHOOLS IN  
IBADAN, OYO STATE.**

**By**

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**Abstract**

*This study surveyed the attitude of teachers towards school library services in some selected secondary schools in Ibadan, Oyo State. Five secondary schools were purposively selected within Ibadan metropolis which represent the Federal, State and private secondary schools. Data for the study were collected by use of questionnaire administered to teachers of the selected schools. Interviews were conducted and records were examined to support the data gathered. The study revealed that libraries in the selected secondary schools in Ibadan did not have up-to-date books particularly on the teaching subjects in the schools. In the process of acquisition of books and other library materials, teachers were not consulted. The study recommends that the libraries should be filled with up-to-date books that are relevant to teachers' need. Introduction of library as a subject on the school time table is advocated. Seminars should be organized for the teachers on use of library so as to facilitate and promote the use of school library for teaching.*

**Introduction**

Makoju (1995) stated that "the school library today not only services the curriculum needs of students and teachers but also provides materials for the professional growth of teachers". The school library help teachers to keep abreast of the best ideas and practices in education and use materials to broaden their own knowledge to derive personal enjoyment.

According to Kolade (2002), the school library can be described as the nerve centre of the school, the school library is expected to play an important role in the school curriculum since it has unlimited jurisdiction in the fields of knowledge.

School libraries came into existence in Oyo state as a result of State government legislation for the establishment of school libraries in all the secondary schools, in the state. The State Library Board established a Department of schools and Local government libraries in 1989 to complement the effort of the government at providing quality library services in all public schools.

Many studies have been carried out to look into the state of school libraries in the past. Daniel (2004) is one of the studies. This study dealt with secondary schools, within Ibadan metropolis under three categories namely Federal, State and Private Schools. This study is therefore carried out to:

- \* Find out the secondary school teachers attitude towards school library services
- \* Identify the importance that the teachers attached to the school library as a tool for successful teaching and an instrument for successful learning process.
- \* Find out how often teachers make use of the school library
- \* Find out how teacher's attitude influenced student's attitude towards use of library.

### **Literature Review**

Studies have been conducted on the teachers attitude towards the school library services (1979) explained that Nigeria schools of today are operating schools without adequate books and learning materials to support them. She added that we do not provide the teacher with current books and materials by which he can update his 10 or 20 years old knowledge. This statement is showing us that our schools lack current materials.

Daniel (2002) was of the opinion that teachers and students without access to supplementary reading materials as provided for in a library will be seriously handicapped.

According to Daniel (2002), the scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction. It is natural that a major contribution of the school library would be to support the school's curricula programme through expansion of the learning resources available to students and teachers.

According to Popoola (1983) a functional school library will help teachers to keep abreast with the ideas and practices in education and use materials to broaden their own knowledge to derive personal enjoyment. He explained further that library is an important place where you can find out essential information. He goes further that teaching students the use of library is a task for the teachers.

### **Methodology**

Data for this study was collected by means of questionnaires, interview and observation and examination of records. The questionnaires centred on information on teachers' bio-data, purpose for which the library is used, pattern of use, factors hindering the teachers from using the library in terms of materials in the library and suggestion to improve library services. Total of 175 copies questionnaires were given to the five selected secondary schools in Ibadan. Each school was given 35 copies of the questionnaires. A total of 150 copies of questionnaires were returned.

### **Research Findings and Discussion of Results**

This chapter presents and discusses the findings of the study.

**TABLE 1: Teachers Exposure to the Use of Library During Their School Days.**

<b>Use of Library</b>	<b>No of Respondents</b>	<b>%</b>
Yes	145	94.7
No	8	5.3
<b>Total</b>	<b>150</b>	<b>100</b>

It is very necessary to know if the teachers were exposed to the use of a school library in their secondary/teacher training school days because their early exposure to the use of library will definitely tell on their present attitude toward the use of school library. Its implication is that if they have been exposed to the use of school library during their school days, they will have interest in using the materials in the school library but if they have not been exposed to the use of library in their school days it will be difficult for them to adjust. But majority of the respondents have used libraries before they started teaching. Only 5.3% responded in the contrary as shown in table I

**Table 2: Frequency of Use of School Library.**

<b>Frequency</b>	<b>No of Respondents</b>	<b>%</b>
Everyday	57	38.0
Twice a week	28	18.7
Once a week	44	29.3
Not at all	21	14.0
<b>Total</b>	<b>150</b>	<b>100</b>

From the Table 2 above, one third ( $\frac{1}{3}$ ) of the teachers used the library everyday while 14.0% do not use it for a variety of reasons. One of such reasons is that the libraries are inadequately equipped with good books to read. Another reason is attributed to pressure of work. With a heavy teaching load teachers have very little time to use the library more so when libraries are locked at the close of the school day. 57 or 38.0% of the teacher visited the library daily for a very brief period ranging from 10 – 15mins.

**Table 3: Purpose for which Teachers Use the School Library.**

<b>Purpose</b>	<b>No of Respondents</b>	<b>%</b>
To prepare lesson notes	31	20.7
Quick reference	63	42.0
For personal studies	42	28.0
Giving assignment to students	-	-
Leisure and relaxation	-	-
No response	14	9.3
<b>Total</b>	<b>150</b>	<b>100</b>

The purpose for which teachers used the library were put under five categories as shown in the Table 3 above. A sixty-three of (42%) respondents visit the library for quick reference purpose which shows that they only spend little time in the library, they glance through pages of newspapers for information on current affairs and sports. Also 42 or 28% teachers use the library for their own personal studies to improve their level of preparedness for teaching challenges. About thirty-one (20.7%) used the library to prepare lesson notes while none of them have used library to give assignment to their students. The implication is that since none of the teachers gives assignments to their students which can make these students use the library, it shows that the teachers have no value for the use of library and it will affect the students. In fact, it may lead to poor academic performance.

**Table 4: Prior Consultation of Teachers Before Acquisition of School Library Materials.**

<b>Answers</b>	<b>No of Respondents</b>	<b>%</b>
Consulted	72	48.0
Not consulted	73	48.7
No response	5	3.3
<b>Total</b>	<b>150</b>	<b>100</b>

From the Table 4, seventy-three teachers representing 48.7% were not consulted before the acquisition of library materials which can lead to acquisition of irrelevant materials that are not worth consulting by the teachers. Since majority of the teachers were not consulted before the acquisition of library materials, definitely the materials may be irrelevant to the teachers and they may not find them useful.

**Table 5: Teachers' Perception of Their Colleagues' Attitude Towards School Library.**

<b>Answers</b>	<b>No of Respondents</b>	<b>%</b>
Excellent	4	27
Good	58	38.7
Fair	72	48.0
Poor	6	4.0
No response	10	27
<b>Total</b>	<b>150</b>	<b>100</b>

From the Table 5, the attitude of other teachers towards the school library is only fair (48%). This means that there is need for teachers to improve on their attitude towards the use of school library. A teacher that does not go to the library regularly cannot be assessed as someone who has positive attitude towards the school library services. Its implication is that the academic standard and academic performance of students may be negatively impacted.

**Table 6: Assessing the School Management Attitude towards the School Library.**

<b>Management attitude</b>	<b>No of Respondents</b>	<b>%</b>
Excellent	31	20.7
Very good	20	13.3
Good	39	26.0
Fair	44	29.3
Poor	12	8.0
No response	4	2.7
<b>Total</b>	<b>150</b>	<b>100</b>

From the Table 6 above, many teachers rated the school management's attitude towards the school library as fair (29.3%). Those who rated the services as poor (8.0%) based their judgements on factors such as inadequacy of books and limited coverage of subject areas by the edition of books available. The implication of the school management's attitude towards the school library will help the teachers to develop a positive attitude towards the use of school library. However, in a situation where school management's attitude is poor towards the school library, the teachers may have a negative attitude towards the use of school library. At the end of the day it will have effect on standard of education.

### **Conclusion**

From the writer's past experience due to lack of up to date materials some teachers go to the library once in a week for personal study where others do not see the need to go at all. Findings also indicated that secondary school teachers attitude towards library services was care free, non challant and one that shows neglect and lack of concern for improvement of self potentialities in teaching. The result shows that the secondary school teachers attitude towards library services may have had some negative influence on their students' attitude toward

library service. The findings of this study through observation indicated that the teachers do make noise in the library. Many teachers use library as a place where they can have their private lessons for their students.

It shows from the above findings that teachers who do not like reading will not behave positively towards school library and they will not use the school library effectively when there is provision for adequate library facilities

### **Recommendations**

- The government and proprietors should equip the libraries in secondary schools and stock them with up to date books particularly on the teaching subjects in the schools.
- The Ministries of Education (Federal and State) should review the curriculum to include the use of library. And this use of library should take a prominent position on the school time table as advocated by the Nigerian School Library Association.
- The use of library should be allotted a time on the school time table and should be strictly observed to compel the students and teachers to use the library.
- During the process of acquisition of books and library materials teachers should be consulted.
- Government and the school management should organize seminars for teachers on use of library. It may be termly or twice in a session.

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