AVAILABILITY, SUFFICIENCY AND USE OF SCHOOL LIBRARY RESOURCES BY STUDENTS: A CASE STUDY OF POLICE SECONDARY SCHOOL LIBRARY, MINNA, NIGER STATE, NIGERIA

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Abstract
This study investigated the availability, sufficiency and use of library resources by secondary school students in Police Secondary School (PSS) Minna Library. The research design adopted for this study was descriptive survey research method. The population of the study consisted of Senior Secondary two (SS2) and Senior Secondary three (SS3). A total of eighty (80) copies of the questionnaire were distributed and seventy-seven (77) were returned and used. The instruments used for data collection were observation checklist containing items on availability of information resources and questionnaire containing items on sufficiency and use of information resources by students; factors militating against the use of information and strategies to enhance use of information resources. Data collected were analysed using frequencies and percentages. Findings showed that computer assisted instructional resources were not available and as such could not be determined whether sufficient or not, only few students make effective use of school library. The study recommended that computer assisted instructional resources should be acquire in the school library to enhance effective use of information resources in the school library.

Keywords: Availability, Information resources, Library, Police Secondary School, Sufficiency, Use, Minna, Niger State, Nigeria.

Introduction

Library resources or information resources are all the library materials found in the library to serve the library users for the purpose of satisfying their information needs. Information resources found in school libraries can be basically classified into print and non-print resources. Print resources are those materials printed on paper such as textbooks, dictionaries, magazines, newspapers, encyclopedias, gazettes, atlases, almanacs, directories, maps, pictures and graphs etc. **Non-print resources** are those resources that depends on the senses of vision and hearing to carry meaning. These include electronic and audio-visual resources. Electronic resources such as computers, Compact Disk-Read Only Memory (CD-ROMs), Digital Video Disc (DVDs), flash discs, electronic books, etcetera. Audio-visual resources such as slide films, filmstrips, motion pictures, television and video tape recorder, tapes cassettes and cassette recorder, projection equipment, etc. Popoola and Haliso cited in Kolo and Adamu (2014) states that library information resources are those information bearing material that are in both printed and electronic format such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms etc.

School libraries are indispensable entity that exist to support primary and secondary institutions of learning to achieve it vision and mission using its information resources for individual intellectual development. School library and its monographs are one of those resources that are essential to sustain and strengthen the educational quality. Library and education are two vital institutions of socialization and perpetuation of the human race. The two cannot be separated in an all-round development of a child. Education as a result of knowledge imparted develops abilities, attitudes, behaviour and technical know-how, and the agency responsible for acquiring, disseminating and imparting this knowledge is the library. The provision of library services is therefore crucial and indispensable to both the primary and secondary education system. Libraries are established to advance the course of education. Library objectives are interwoven with that of education – they both aim at producing intellectually developed and complete individuals in the society. Thus, libraries exist to promote and complement education. The school library has been described as the heart of the school system. It is the school learning resources centre, the laboratory of laboratories (Moruf, 2015). According to Elaturoti cited in Benard and Dulle (2014), school library can be defined as an area designed for provision of all types of learning and teaching resources. Saka (2007) opined that school libraries that are established in nursery, primary and post - primary institutions to support teaching and learning activities of teachers and students. The school libraries do this through the acquisition of learning resources either through purchase, gift and donation, inter - library loan or through distribution from parent ministry/body. The school libraries are managed by librarian, teacher - librarian or library officer.

The need for establishing school libraries as enshrined in the National Policy on Education (2004) states that: Since libraries constitute one of the most important education service; Proprietors of schools shall also provide functional libraries in all

their educational institutions in accordance with the established standards. They shall also provide for training of librarians and library assistants for this service. State and local governments shall establish public libraries and actively promote reading culture in our schools. In order to achieve the above policy statement, school libraries must be functional i.e. proper accommodation, stocked with current, up-to-date and relevant learning resources, being manned by qualified library staff capable of providing services to clienteles. To further achieve all these, adequate funds has to be put in place so as to procure adequate learning resources with the view of providing efficient and effective library services (Saka cited in Saka, 2007).

Brief History of Police Secondary School (PSS), Minna

The Police Secondary School (PSS), Minna was established in 1992 as co-educational institution. It started classes on 2nd July, 1992 with 172 students and 25 teachers. The non-academic staff at its inception were made up of a Commandant and 15 policemen. Pioneer Commandant was J. F. Agamah. The arrivals of students from Kano and Akure increased the population to 242 as of December 31st 1992. Since then the population has been on the increase. As of June 1998, The students' population was One thousand, four hundred and fifty (1,450), Academic staff were seventy-seven (77) and non academic staff were forty-seven (47). In academics, the school presented its first set of Junior Secondary School Examination candidates in 1994. The result was good. In 1997, it presented its first Senior School Certificate Examination (SSCE) Candidates. The result was excellent because the school scored 99.6% success. In 1998, 180 students sat for the Senior School Certificate Examination. The head of administration is a Commandant being assisted by two Vice-Principal, administration and academics. Ninety-eight percent of the teaching staff are first degree holders. Apart from PSS Minna, others include PSS Kano, PSS Yola, PSS Jos, PSS Ibadan, PSS Akure, PSS Calabar and PSS Port Harcourt, respectively. The establishment of various Police Secondary Schools nationwide had provided a good source for Police recruitment. This is because they had acquire basic general education and physical training. For example, PSS Minna took first position several times during march past parades when marking independence days celebration in Minna.

Statement of the Problem

School libraries are indispensable in the school settings as students cannot adequately learn and acquire knowledge only through classroom teaching and textbooks. They need other information resources also. The school library is of great aid in fulfillment of students information needs. Library collection in most Nigerian school libraries are greatly insufficient to take care of the curriculum of schools. What really accounted for insufficient collection could be responsible to insufficient funding and lack of qualify trained library staff. Police Secondary School Library Minna in Niger State just like those in other parts of the country were established primarily to meet the information needs of its students and teachers through collection of sufficient information resources to support learning, teaching and dissemination of knowledge. Unfortunately, Information resources are not sufficient in the library for users to be used. It is in the light of the above that, this study is carried out.

Objectives of the Study

The objectives of the study are to:

1. examine the available information resources in the PSS Minna library;
2. ascertain the sufficiency of the information resources in the PSS Minna library;
3. determine how often students use the PSS Minna library;
4. identify the factors militating against the use of information resources in the PSS Minna   library by students;
5. determine strategies of enhancing the use of information resources by students in the   PSS Minna library.

Research Questions

This study would provide answers to the following research questions:

1. What are the available resources in the PSS Minna library?
2. Are the available resources sufficient to meet the demands of the students in the PSS Minna library?
3. How often do students make use of the PSS Minna library?
4. What are the major factors militating against the use of information resources in the PSS Minna library?
5. What are the strategies to enhance the use of information resources by students in the PSS Minna library?

Literature Review

Information resources are sources through which information can be gotten so as to satisfy the information needs of the clienteles. Bitagi (2014) averred that information resources constitute a variety of materials in which information could be stored, retrieved and disseminated for use. The author further opined that information resources include such materials as books, periodicals and audiovisual materials that are provided for the use of patron. Information resources include published and unpublished materials that are basic to the survival, development and progress of mankind. Kolo and Adamu (2014) corroborate the above assertion that information resources are those resources that are in print, non-print and electronic formats such as textbooks, journals, indexes, abstracts, newspapers, magazines, reports, compact disks, audio-visuals, microfilms, microfiche, websites, online databases, electronic journals, electronic books, Compact Disk-Read Only Memory (CD-ROMs), multimedia etc. Arua and Chinaka (2011) opined that school library information resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals. This variety of library information resources are essential to facilitate the school library fulfill its functions among which are: to thoroughly provide information resources necessary for the school's educational programmes and to help in improving and rise the reading skills and learning habits of students. Fakomogbon, *et al.*, (2012) argued that school library help to support the school curriculum by providing up-to-date information to keep teachers and students abreast of new development.

The library also promotes the development of reading skills and encouraged long term planning habits through reading, listening to and viewing a range of learning materials. Also, Merrill in Benard and Dulle (2014), states that related library information resources to students' learning outcomes and found that the use of school library resources were associated significantly with better learning outcome. Effective school libraries provide additional reading opportunities for students, which in turn improve reading skills, knowledge, and writing and clarity of expression, which in turn support student performance in all other curriculum subjects (World Bank, 2008). However, Crossley and Murby in Benard and Dulle (2014) revealed that the inadequacy of relevant information resources in school libraries contributed to low levels of student performance. According to Waite cited in Benard and Dulle (2014), School library is a collection of a wide range of learning and teaching materials which are housed in a place and centrally organized by librarian and indexed to serve readers. School library as the part of the school where collection of books, periodicals, magazines, and newspapers, films, computers, filmstrip, videotapes, recording of all types etc. are kept for use by the students and teachers. Arua and Chinaka (2011) stated that school library information resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals. This variety of library information resources is essential to facilitate the school library fulfill its functions among which are: to thoroughly provide information resources necessary for the school's educational programmes and to help in improving and rising the reading skills and learning habits of students.

The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School libraries link to the wider library and information network (IFLA/UNESCO school library manifesto, 2006). In order to ensure that this proposal is made effective, Mansor and Nor cited in Jiagbogu (2012) reported that the IFLA/UNESCO school library guidelines recommended that the national curriculum and education development programmes at national level should consider media resources centres as vital means for fulfilling ambitious goals regarding the following:

- information literacy for all, gradually developed and adopted through the school system
- availability of information resources for students at all educational levels
- open dissemination of information and knowledge for all student groups to exercise democratic and human rights.

Oyewusi (2012) opined that school library equips students with life-long learning skills and develops the imagination that would enable them to live as responsible citizens. School librarians in Nigeria were original teachers who had received some training in librarianship. Elaturoti cited in Aramide (2012) averred that school libraries form an important part of the learners literacy environment and support from them could be a way of developing a willingness to use their resources. Many learners may not have

access to books and other reading materials at home, or access to a public library. Abdullahi (2008) adds that usefulness of a library depends upon its proper organization which includes the accessibility and availability of information resources, their arrangement, the situation of the library, etc. Furthermore, Bhatt (2013) averred that the successful library services depend mainly on satisfaction level of its users with the relevant library information resources, user-centric library services and library staffs' supportive attitude. Several studies have been done on the use of school libraries. For example, a study by Agyekum and Filson (2012) on the use of library resources by students in Ghana schools found that most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation.

Daniel (2004) averred that the school library remains the power house of educational institution and that an education institution without a library is like a motor car without an engine and a body without a soul. However, Abdullahi (2008) opined that most of the Nigerian students who enter into tertiary institutions such as polytechnics, colleges or universities have never make use of the library effectively during their primary and secondary school education.

Methodology

Descriptive survey research method was adopted for this study. A total of seventy-seven (77) students in Police Secondary School (PSS), Minna were the respondents in this study. Questionnaire and checklist were the instruments used to elicit responses from the respondents. Data gathered were tabulated and analysed using simple frequencies and percentages. Senior Secondary two (SS2) and Senior Secondary three (SS3) students whom the researchers considered had been properly introduced and using the school library for sometimes form the population of the study.

Results and Discussion

Demographic Distribution of Respondents:

Table 1: Distribution of Respondents by Gender

S/N	Gender	Frequency	Percentage (%)
1.	Male	36	46.8
2.	Female	41	53.2
Total		**77**	**100**

Table 1 shows that out of 77 respondents, 36(46.8%) were males while 41(53.2%) were females. This implies that male and female respondents were fairly represented in the study.

Table 2: Available Information Resources in School Library

S/N	Information Resources	Availability
1.	Textbooks	
2.	Dictionaries, almanacs and gazettes	
3.	Pictures and graphs	
4.	Maps and atlases	
5.	Globes	
6.	Newspapers	
7.	Magazines	
8.	Encyclopedias and directories	×
9.	Records and record players	×
10.	TV and radio lessons	×
11.	Slides films, filmstrips and transparencies	×
12.	Chalkboards or display boards	
13.	Motion pictures and projection equipment	×
14.	Internet services and e-library	×
15.	TV and video tape recording	×
16.	Tapes cassettes and cassette recorder	×

Key: = Available   × = Not Available

Table 2 reveals that resources available in the school library include: textbooks, dictionaries, picture and graphs, maps, globes, newspapers, magazines, and chalkboard or display board. Items 8-11 and 13-16 indicate that school library is lacking some instructional resources such as computer assisted instructional resources, teaching machines, TV and radio programmes and programmed resources in the school library.

Table 3: Sufficiency of Information Resources in School Library

S/N	Information Resources	Yes (%)	No (%)	Total (%)
1.	Textbooks	49(63.6)	28(36.4)	77(100)
2.	Dictionaries, almanacs and gazettes	29(37.7)	48(62.3)	77(100)
3.	Pictures and Graphs	34(44.2)	43(55.8)	77(100)
4.	Maps and atlases	34(44.2)	43(55.8)	77(100)
5.	Globes	28(36.4)	49(63.6)	77(100)
6.	Newspapers	33(42.9)	44(57.1)	77(100)
7.	Magazines	32(41.6)	45(58.4)	77(100)
8.	Encyclopedias and directories	- -	77(100)	77(100)
9.	Records and record players	- -	77(100)	77 (100)
10.	TV and radio lessons	- -	77(100)	77(100)
11.	Slides, films, filmstrip and transparencies	- -	77(100)	77(100)
12.	Chalkboard or display board	51(66.2)	26(33.8)	77(100)

13.	Motion pictures and projection equipment	- -	77(100)	77(100)
14.	Internet services and e-library	- -	77(100)	77(100)
15.	TV and video tape recording	- -	77(100)	77(100)
16.	Tapes cassettes and cassette recorders	- -	77(100)	77(100)

Table 3 shows that among the resources available in the school library only textbooks and chalkboards or display boards were sufficient in quantity. Most of the items, 8-11 and 13-16 are computer assisted instructional resources were not available in the school library and so could not be determined whether sufficient or not. Items 2-7 were indicated to be available, however not sufficient and adequate to meet the information needs of the students.

Table 4: Frequency of Use of School Library

S/N	Frequency of Use	No.	Percentage (%)
1.	Daily	28	36.4
2.	Once a week	13	16.8
3.	Twice a week	12	15.6
4.	Monthly	12	15.6
5.	At leisure	12	15.6
Total		**77**	**100**

Table 4 reveals the students frequency of use of school library. These include daily, once a week, twice a week, monthly and at leisure. A high respondent of 36.4% indicate that they use library on daily basis, 16.8% use library once a week while 15.6% use library twice a week, monthly and at leisure basis respectively.

Table 5: Factors Militating Against the Use of Information Resources in School Library

S/N	Factors	Yes (%)	No (%)	Total (%)
1.	Lack of textbooks	11(14.3)	66(85.7)	77(100)
2.	Inadequate space	49(63.6)	28(36.4)	77(100)
3.	Lack of education on the use of school library	52(67.5)	25(32.5)	77(100)
4.	The library is always locked	23(29.9)	54(70.1)	77(100)
5.	Lack of access to the information resources	24(31.2)	53(68.8)	77(100)
6.	Lack of reading tables and chairs	23(29.9)	54(70.1)	77(100)
7.	Shortage of library staff	25(32.5)	52(67.5)	77(100)
8.	Information resources are not current and insufficient	52(67.5)	25(32.5)	77(100)

9.	Rules guiding the use of school library	22(28.6)	55(71.4)	77(100)
10.	The school does not have library at all	- -	77(100)	77(100)
11.	Lack of non-print resources	55(71.4)	22(28.6)	77(100)
12.	Epileptic electricity power supply	50(64.9)	27(35.1)	77(100)
13.	Lack of Internet services and e-library	62(80.5)	15(19.5)	77(100)

Table 5 shows that students agreed on many factors as inhibitors to the use of information resources in school library. About two-third of the items listed in the table above constitute inhibition to the effective use of information resources in school library. The remaining items such as 4, 5, 6, 7, 9, and 10 indicate no hindrances to the effective use of the information resources in school library as shown in the responses.

Table 6: Strategies for Enhancing the Use of Information Resources in School Library

S/N	Strategies	Yes (%)	No (%)	Total (%)
1.	Provision of current resources	52(67.5)	25(32.5)	77(100)
2.	Provision of sufficient spaces in the library	49(63.6)	28(36.4)	77(100)
3.	Provision of standby electricity generator	49(63.6)	28(36.4)	77(100)
4.	Making information resources accessible to users	54(70.1)	23(29.9)	77(100)
5.	Provision of non-print resources	53(68.8)	24(31.2)	77(100)
6.	Inclusion of library hour in the school time-table	49(63.6)	28(36.4)	77(100)
7.	Provision of modern reading tables and chairs	53(68.8)	24(31.2)	77(100)
8.	Employment of trained library personnel to manned the library	51(66.2)	26(33.8)	77(100)
9.	Inclusion of library education in the school curriculum	50(64.9)	27(35.1)	77(100)
10.	Efficient management and security of information resources	53(68.8)	24(31.2_	77(100)
11.	Provision of Internet services and e-library	52(67.5)	25(32.5)	77(100)

Table 6 reveals that majority of the respondents agreed that all the items listed in the table above should be provided to enhance efficient use of information resources in school library as all the responses were positive (i.e. above 50%).

Discussion of the Findings

The findings reveal that there were no modern instructional resources, computer aided programmes, TV programmes and radio lessons in Police Secondary School Minna Library. The impacts of the lacking of these materials are obvious. This would lead to inefficiency in achieving the aims and objective of the school and the entire educational system in Niger State and Nigeria at large. The non availability of computer assisted instructional resources in the school library could be due to the fact that computer assisted instructional resources are much more complex and expensive to purchase, handle and access in comparison to printed and other materials. This finding is similar to that of Gbadamosi (2013) who stated that instructional materials of software and hardware involve exorbitant cost in finance, personnel and facilities and the production is restricted to institutions of higher learning, ministries and private organisations or agencies with sufficient financial bases. However, a modern school library is expected to contain these resources to meet the present global trends of information technology. To further support the above assertion, OSLA (2010) cited in Jiagbogu et.al. (2012) averred that the 21st century school library has evolved into modern multimedia centres to encourage state-of -the art technology and a wide range of resources. The UNESCO/IFLA School Library Manifesto 2004 stated that school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge society. Technology has rapidly modified the nature and significance of information. Just as the rest of the world's political, social, economic and scientific realities have been shifted by swift advances in information and communication technologies, so has school libraries. Where properly developed, the school library becomes the hub of networking and information access.

The study reveals that among the resources available in the school library only textbooks and chalkboards or display boards were sufficient in quantity. Most of the items, 8-11 and 13-16 are computer assisted instructional resources were not available in the school library and so could not be determined whether sufficient or not. Items 2-7 were indicated to be available, however not sufficient and adequate to meet the information needs of the students. This study is similar to that of Kolade cited in Ode (2013) who highlighted the requirements for a school library media centre. The school library media centre should have sufficient resources and efficient staff because the effectiveness and success of school library programmes depends not only on the physical facilities but on the competency of staff. She emphasised further that a school library media centre requires sufficient staff to acquire, select, organise and make teaching learning resources available to both the students and teachers.

The study also reveals that majority of the students do not make effective use of school library. This could be due to lack of computer assisted instructional resources in the school library, which also affected the way they make use of the library. This finding is similar to that of Ode (2013) who noted with a dismay the way secondary school students in Oju Local Government Area of Benue State make use of their school libraries. As a result, they neither read in the library as necessary nor borrow books from the library as appropriate. He observed further that many of the necessary instructional materials were absent, which also affected their use of the library.

The study reveals that majority of the respondents agreed that many factors preventing the use of information resources in Police Secondary School Library Minna Niger State. These range from lack of relevant textbook, inadequate space, lack of education on the use of school library, lack of current and insufficient information resources, lack of non-print resources, epileptic electricity power supply and lack of Internet services and e-library stand as impediment to use of school library. To support relevancy of information resources, Udoudoh (2007) states that relevant books and non-book resources must be provided to answer the children many questions likely to arise from the day-to-day happening in the classroom thereby, thus providing avenue to stimulate and sustain their information literacy acquisition consciousness. On user education programmes, Saka (2007) highlighted the programme to involves three (3) methods namely: Library Orientation, Library Tour and Library use Instructions otherwise known as library use skill. He states further that users of school libraries are suppose to benefit from the acquisition of skills or instructions on how to effectively use library and its resources, but it is unfortunate that almost all libraries at primary and secondary schools do not provide this services as a result of its non-inclusion in the curriculum of primary and secondary schools. This consequently leads to ineffective utilisation of library resources by users. On the computerisation of school library, Saka (2007) noted that the stage of computerisation of school library services in Nigeria is zero. Apart from inadequate funding, lack of technical know-how in the field of library computerisation; the quantity of school library resources does not merit/warrant computerisation.

The study reveals that majority of the respondents agreed on all the items to enhance effective use of information resources in the school library ranging from provision of current resources, provision of sufficient spaces in the library, provision of standby electricity generator, making information resources accessible to users, provision of non-print resources, inclusion of library hour in the school time-table, provision of modern reading tables and chairs, employment of trained library personnel to manned the library. inclusion of library education in the school curriculum, efficient management and security of information resources and provision of Internet services and e-library.

Conclusion
For school libraries to effectively deliver efficient services and fulfill the information needs of the students. sufficient and relevant information resources are needed. This study showed that there is urgent need to acquire relevant information resources such as computer assisted instructional resources in Police Secondary School Minna Library in order to meet the required standard of the modern school libraries of the time. Only few students make use of school library to acquire new knowledge, ideas and to enhance their academic performance due to lack of modern educational facilities in the school library.

Recommendations

Based on the findings of the study, the following practical recommendations were made to improve the use of information resources in Police Secondary School Minna Library.

1. Management of Police Secondary School Minna should acquire computer assisted instructions and other related resources in their school library;
2. The stock of the school library should be sufficient in number and be qualitative so as to reflect the cultural, social, political, and technological advancement of the new global   trends;
3. Management of Police Secondary School Minna should introduce library orientation or library education for students on the library collection at the beginning of every term or at time of new entrance to acquaint the school, community with the knowledge of the use of the library;
4. Federal Government of Nigeria should make provision for purchasing non-print resources such as computer assisted instruction resources, audio-visual resources and Internet facilities for school libraries. This would help to reflect the present status of modern school library;
5. Inclusion of library hour in the school time-table and library education in the school curriculum is very essential. This is because students are taught the importance of use of library and library skills of school library. Organising book talk, book fares, library week   and provision of mobile library to schools would also help to attract students to the library.

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