

Role of School Libraries in Educational Achievement of Junior Secondary School Students in Bosso Local Government Area, Niger State, Nigeria

¹Khadijah Baba Ahmad, ²Katamba Abubakar Saka, PhD

^{1,2}*Department of Library and Information Technology, Federal University of Technology, Minna, Niger State, Nigeria*

¹*Kubsiy30282186@gmail.com*, ²*s.katamba@futminna.edu.org*

Abstract

The study investigated the role of school libraries in the educational achievement of junior secondary school students in Bosso Local Government Area of Niger State, Nigeria. The study was guided by three specific objectives with corresponding research questions to cover the information resources provided and available; ways by which school library usage improves the educational achievement as well as challenges to the roles of school libraries towards educational achievement of JSS students in Bosso LGA, Niger State, Nigeria respectively. Descriptive survey design was used and in-determinant population consist of JSS students in 13 secondary schools with libraries in the LGA. Multi-stage sampling procedure was used to select 120 students from eight schools in Bosso and environs. Checklist and structured questionnaire were the data collection instruments used. Descriptive statistics (tabulation, frequency counts, mean and standard deviation) was used to analyse data. Results showed 100% response rate. The available collection include: printed and electronic resources with absence of video, projector and computer. The use of school libraries and available collection has increased the literacy level of students; the collection and facilities were inadequate. The study concluded that with the available printed collections, there was improvement in the educational achievement of JSS students in the LGA. It was recommended that there should be collaboration among State Ministry of Education, State Universal Basic Education and LGA to commit adequate funds for the procurement of relevant but balanced collection and facilities in school libraries as well as ensuring conducive library environment.

Keywords: *School libraries, Junior secondary schools, Students, Educational achievement, Bosso Local Government Area, Niger State, Nigeria*

Introduction

Education as one of the social services is the bedrock of human resource development for society advancement and progress. Through education, the socio-economic, political, economic and cultural activities can be developed and improved upon. Education is thus considered as an element of fundamental human rights of every child and since it is expected that every citizen possesses the right to education. This means that for any nation to progress, its education sub-sector of social services including the libraries but also be seen to be functional with relevant collections; organised and managed by qualified personnel. IN some instance, the standard of any educational institution is usually measured or assessed based on the existence of library and the type and quality of educational resources been stocked. Although, no matter the aesthetic nature of a library stocked with current and relevant collection; it will be meaningless if human resources are not put in place to actively provide efficient services to both pupils or students and teachers. Therefore, available but relevant information resources, accommodation and quality of staff are the yardsticks or criteria used in measuring the standard of any educational institution.

Once a child is being enrolled into schools (nursery, primary and post-primary), it is expected that at the end of each level, he/she must have achieved certain successes which are not far from ability to read and write, pass examination, and acquire more knowledge. These are made possible only if school owners/ management establish functional libraries in terms of reading materials and staff to manage the learning resources. It is on the basis of this that Federal Government of Nigeria in the National Policy on Education (2013) section 8 subsection 127 (1a) maintained that library is

the heart of the educational institution and one of the educational services and as such owners of schools are expected to establish functional libraries in line with the established standards. This entails that library established in nursery, primary and post-primary schools are to support the curriculum by making available relevant and current reading materials for consultation by students and subject teachers as well as qualified personnel in form of librarian or teacher librarian to provide active services. One of the roles of library and information centre in education in Nigeria as reported by Bello and Kashim (2019) is the provision of effective library services that would promote academic excellence to users. Despite the clamouring for viable school libraries to support curriculum implementation, there is still problem of inadequate and functional school libraries serving as inhibiting factor to the educational achievement of students in schools across the various part of Nigeria.

Statement of the problem

It is evident that for any educational institution (primary, post-primary and post-secondary) be established, it must in first instance plan to establish library. Hence library attached to any educational institution help to achieve the overall objectives of the parent institution. School libraries are established to support the implementation of National Policy on Education and at the same time the curriculum of the institution. This is further achieved by building purposeful library, equip with relevant and current collection based on the subjects taught in school. The library is to be managed by librarian, teacher- librarians and supporting staff. Unfortunately, empirical review has shown that libraries established at primary schools within Bosso Local Government Area (L.G.A), Niger State, Nigeria were grossly inadequate as there was no laid down policy on school library collection (Saka and Alhassan, 2019). In order to solve this problem of inadequate school libraries within the study area, these researchers decided to investigate the role of school libraries in educational achievement of junior secondary school students in Bosso LGA, Niger State, Nigeria.

Objectives of the study

The main objective of the study is to determine the role of school libraries in the educational achievement of junior secondary schools' (JSS) students in Bosso Local Government Area of Niger state, Nigeria. The specific objectives of the study are to:

1. ascertain the types of information resources available for JSS students use in Bosso LGA, Niger state, Nigeria;
2. identify ways by which school library usage has improved the educational achievement of JSS students in Bosso LGA, Niger state, Nigeria; and
3. establish the challenges to roles of school libraries and usage in Bosso LGA Niger state, Nigeria.

Research questions

The following research questions guided the study:

1. What types of information resources are available in school libraries for JSS students in Bosso LGA, Niger state, Nigeria?
2. In what ways has school library usage improved the educational achievement of JSS students in Bosso LGA, Niger state, Nigeria?
3. What are the challenges to roles of school libraries and usage in Bosso LGA, Niger state, Nigeria?

Literature review

Ode (2013) conducted a study to determine the availability, adequacy and utilization of school library resources in Oju Local Government Area of Benue State, Nigeria. The study was guided by five specific objectives to capture variables such as available, adequacy, and utilization of the

available resources as well as inhibiting factors and strategies for effective utilization of available resources by students. Survey method was adopted while the population consisted of 13,269 students in 25 secondary schools in Oju Loal Government Area of Benue State. Purposive sampling technique was used to select 917 students in 10 secondary schools. Questionnaire was the only data collection instrument used for the study. Based on this, 917 copies of questionnaire were distributed out of which 892 were filled and returned which were further used for data analysis through mean scores and percentages. Results showed inadequate textbooks coupled with ineffective use of school libraries, while there was complete absence of computer-aided-programmes. The stud recommended that the school management should employ trained library personnel.

Imaga (2017) conducted a study to determine the role of public-school libraries in the educational development of pupils and students in public, primary and post -primary schools in Afikpo North Local Government Area of Ebonyi State, Nigeria. The study was guided by five specific objectives to cover the schools that need libraries, collections available, level of application of collections, inhibiting factors to the discharge of the role of school libraries as well as benefit of school libraries. Survey method was adopted and 150 copies of questionnaire were distributed while 140 completed copies were returned. Result showed non-availability of libraries in the primary schools surveyed, while only few of the post-primary schools surveyed have libraries. Government inability to established school libraries; lack of funds and teacher- librarians, poor management of facilities and vandalization were highlighted as major to the roles of school library in the educational development in the LGA of Ebonyi State, Nigeria.

Ridwan (2018) investigated the types of library collection available; their utilization and factors responsible for their low and high utilization as well as the quality of library collection that influence their utilization in Sabon-Gari Local Government Area of Kaduna State, Nigeria. Three specific objectives were formulated to capture the variables of availability, factors responsible for utilization in the studied primary schools. Quantitative research method was adopted and the target population consists of 33 primary schools and 1,541 teachers in Sabon-Gari LGA, simple random sampling was used and hence 155 copies of questionnaire was administered in ten primary schools. Frequency and percentage was used in data analysis. Response rate showed 154 copies of questionnaire were completed and returned. Results showed that books and pictures were the highly available library collection. Availability and currency of library collection were the two factors responsible for low use of libraries. Results further showed that accuracy of library collection influenced teachers of primary schools to utilize them. The study recommended intervention of Kaduna State Government in supplying library collection (journals, proceedings, pamphlets and audio-visual materials).

Aghadiuno, Onyekwodorzi and Ezisi (2018) investigated the influence of school libraries in promoting interest in Basic Science in Awka North Local Government Area of Anambra State, Nigeria. The variables investigated include: awareness of the existence, use and benefit of school libraries as well as increased interest and achievements in Basic Science. Survey research design and population of 462 junior secondary schools as well as questionnaire were adopted for the study. Parts of results showed students are unaware of the existence and importance of school libraries, students do not often use school library and that school library, hence can be used to increase interest in basic science. Ode (2013) conducted a study to determine the availability, adequacy

Saka and Alhassan (2019) investigated pattern of library used among primary six pupils in Tudun Fulani, Rafinyashi and Bosso communities in Niger State, Nigeria. The stud was guided by four specific objectives thus covering types of reading and playing materials available and used by the pupils; frequency of visit to libraries and types of clubs or society existing in the surveyed primary

schools. Descriptive survey method was used with the target population of primary six pupils, teacher-librarians, classroom teachers as well as head masters/ head mistress in the three communities within Bosso L.G.A. Thirty staff and thirty primary school pupils were randomly selected. Structured questionnaire/ interview were the only data collection instrument/ devices. Frequency count and percentages were used in the analysis of data. The study found that there was no laid down written policy on school library collection development and reading materials. It was also discovered that there were irregular acquisition of reading materials and the available ones were inadequate. Primary school pupils were affiliated with press, dancing, singing and mathematics clubs but were not affiliated to literary clubs respectively.

Salihu (2018) investigated the influence of school libraries on student achievement in Government Day Secondary School Rigachikun, Kaduna State, Nigeria. The study was guided by three specific objectives and research questions. Out of the population of 2000 students, 200 were sample using proportional to size. Structured questionnaire was designed and used in data collection. From the 200 copies of questionnaire administered, 174 copies were dully completed and returned. Frequency counts and percentages were used in the data analysis. Results showed that majority of the respondents indicated not to have library in the school. It was also discovered that almost half of the respondents claimed that there was more availability of all the collection listed in the questionnaire, school library has enhanced academic learning, health, personnel and knowledge development.

In a related study, Nnamani, Ukoha and Nwachukwu (2019) investigated the availability and utilization of ICT resources for the teaching of English language and learning in secondary schools in Nsukka urban and implication for national security. Two research objectives, two research questions and one null hypothesis were formulated. Descriptive survey research design and purposive sampling technique was used to select nine out of 29 English language teachers in public urban secondary school in Nsukka Local Government Area. Checklist and structured questionnaire were used in data collection. Descriptive statistics was used and results showed that only three (3) ICT resources were available for teaching English language and were grossly under-utilized.

There are various impediments to the growth and development of school libraries and their collection. Research was conducted by Anumkua et.al (2021) to determine the negative important of pollutants on school library resources in Ohaji/Egbema LGA of Imo state, Nigeria. The study was guided by four research questions which seek answers on sources and types, their impact, extent of their effect as well as inhibiting factors to the control of the impact of environmental pollutants of library collection. Two null hypotheses were formulated to determine the relationships among environmental pollutants on print and non-print collection. Survey research design method was adopted and the population consisted of 3,400 students and 76 teachers in 17 secondary schools. Sample size of 359 respondents was drawn from the entire population of 3,476 respondents. Questionnaire was need in data collection. Descriptive and inferential statistics were used in the analyst of data the study revealed that gas and flare fire were responsible to damaging of collection, while gum and glue used in binding pages disengaged. High temperature is responsible for discoloration of books. Inadequate staff training and safety measures to books were the major obstacles to the control of environmental pollutants of the library collection. There is significant relationship between environmental pollutants and effect on library collection.

Methodology

The descriptive survey research was used with a target population of all junior secondary school students in 13 secondary schools with school libraries on average status within Bosso Local Government Area in Niger State, Nigeria. The number of JSS students in the 13 secondary schools was not known and as such multi-stage sampling technique was used in first instance to select eight (8) secondary schools and then random selection of 15 JSS students from each of the eight

selected secondary schools in Bosso and environs was carried out using a sample size of 120 JSS students for the study. Otaha (2015) posits that multi-stage sampling technique involve a number of stages or processes to arrive at a desirable sample size.

The choice of using Bosso Local Government Area (LGA) as the study area is obvious owing to the fact that it is the only LGA in Niger State that harbour seven (7) federal government establishments/parastatals (Saka and Alhassan, 2019).

Table 1: Population and Sample Size of the Study

S/N	Name of School	Sample School	Sample Size
1.	FEMA Schools, BossoMinna		
2.	St. Clement Secondary School, Gbaiko Minna	√	15
3.	AhmaduBahago Secondary School, Minna	√	15
4.	Police Secondary School, Minna	√	15
5.	Bosso Secondary School, Bosso		
6.	Mawo Secondary School, Minna	√	15
7.	Abu-Turab Schools, Bosso Minna	√	15
8.	TOPAZ International School, Rafinyashi	√	15
9.	Garima Secondary School, Bosso, Minna	√	15
10.	Maryam Babangida Girls Science College, Bosso,Minna		
11.	Army Senior Secondary School, Chancahaga, Minna		
12.	College of Art and Islamic Studies, Tudun Fulani		
13.	Hill Crest Schools, Minna	√	15

Data collection instruments used for this study consist of checklist and structured questionnaire. Checklist was used to determine the type of collection available or not available in the studied school libraries, thereby answering research question one. Structured questionnaire was used to find out ways by which school library usage improves the educational achievement of JSS students in Bosso and environs as well as its challenges thus answering research question two and three respectively. Students responded to 120 copies of questionnaire.

Data analysis and interpretation of results

Research Question One: ascertain the types of information resources available for JSS students use in Bosso LGA, Niger state, Nigeria;

Table 2: Available Information Resources for use by JSS Students in the School Libraries

S/ N	Information Resources	Available	Not Available
1	Textbooks	√	-
2	Magazine	√	-
3	Novels	√	-
4	Story Books	√	-
5	Atlases	√	-
6	Maps	√	-
7	Journals	√	-
8	Computer	-	√
9	Newspapers	√	-
10	Radio	√	-
11	Television	√	-
12	Video	-	√
13.	Projector	-	√

Table 2 showed that textbooks, magazine, novels, story books, atlases, maps, journals, newspapers, radio and television were the available information resources in all the studied schools while computer, video and projector were not available. Despite clamouring for the use of ICT in every facet of life, school libraries in the LGA places emphasis on stocking printed collection.

Research question two: In what ways has school library usage improved the educational achievement of JSS students in Bosso LGA, Niger state, Nigeria?

Table 3: How School Library Usage Improve Educational Achievement

S/N	Items	N	\bar{x}	SD	Decision
1.	Increase literacy level of students.	120	4.82	0.39	Agree
2.	Enhances students' reading skills and knowledge.	120	4.58	0.50	Agree
3.	Easy access to educational materials for academic studies.	120	4.59	0.64	Agree
4.	Helps students to pass subjects taught in school.	120	4.53	0.56	Agree
5.	Access relevant resources required to improve educational achievement.	120	4.73	0.52	Agree
Average Mean			4.60		

Table 2 showed the mean responses by which school library usage improves educational achievement of junior secondary school students in LGA of Niger State. A total number of 120 junior secondary school students responded to copies of questionnaire. The table showed that the average mean scores for the response was 4.60. This indicates that school library usage improves students' academic performance in junior secondary schools in Bosso LGA of Niger State, Nigeria.

Research Question Three: What are the challenges to roles of school libraries and usage by JSS in Bosso LGA, Niger State, Nigeria?

Table 4 Challenges to Roles of School Libraries and Usage

S/N	Items	N			Decision
1.	Inadequate collections/facilities.	120	4.82	0.39	Agree
2.	Lack of trained library personnel.	120	4.58	0.50	Agree
3.	No library period on school timetable.	120	4.59	0.64	Agree
4.	Irregular opening of school library.	120	4.53	0.56	Agree
5.	Negative attitude of library staff towards users of library.	120	4.73	0.52	Agree
6.	Erratic power supply.	120	4.73	0.52	Agree
	Average Mean		4.66		

Table 3 showed the mean responses on the challenges of school library usage in the studied junior secondary schools in Bosso LGA of Niger State with average mean score of 4.66. A total number of 120 junior secondary school students responded to copies of the questionnaire. The table showed that the average mean for the response was 4.66. This indicates that there are challenges of school library usage in junior secondary schools' libraries in Bosso LGA. The challenges in rank order include: inadequate collections/facilities, negative attitude of library staff towards users of library, erratic power supply, absence of library period on school timetable, lack of trained library personnel and irregular opening of school library.

Discussion of findings

Research question one sought to find out the types of information resources available in eight school libraries. The results showed that with exception of video and projector, all other print and electronic resources were available in school libraries for use by JSS students. This shows that school libraries in Bosso and environs neither possess computer nor video and projector in teaching JSS students within library or classroom. This finding contradicts that of Salihu (2018), Ridwan (2018) and Nnamani et.al (2019) respectively. Ridwan (2018) reported that almost 50% of the respondents indicated more availability of all library collection listed in the questionnaire while Nnamani et.al (2019) reported the availability of only three (3) ICT resources for teaching English Language in secondary schools in Nsukka Urban. Ridwan (2018), reported that books and pictures were the most commonly available library collection in primary schools in Sabon-Gari LGA, Kaduna State, Nigeria.

Research question two investigated various ways by which school libraries have improved or enhance academic achievement of JSS students in Bosso LGA, Niger State. All the five listed items in the questionnaire have high mean scores but the highest mean score of (4.82) was on "increase in literacy level." This suffices to say that library use is not only to read but also write assignments, etc. These findings is at variance with the findings of Saka and Alhassan (2019) and Aghadiuna, Onyekwoduri and Ezisi (2018) respectively who reported that school library can be used to increase students' interest in science lack of policy on school library collection.

In an effort to provide answer to research question three, analysis of data was conducted and mean scores were high with the highest mean score on inadequate collection and facilities. Collection within the context of this research refers to both print and electronic resources, while facilities encompass reading tables, chairs, shelves. However, with little, none or inadequate collection and facilities in libraries, the entire information service delivery can no longer be made possible. This finding contradicts those of Imaga (2017) and Anumkua, et.al (2021). The researchers reported funds as the major obstacle to the discharging of roles by school libraries as well as identifying

negative effect of environmental pollutants on the physical well-being of school library collection and inadequate staff training and safety measures to library collection respectively

Conclusion

Based on the findings of this study, it can be concluded that emphasis is laid on print materials with little attention to electronic resources. This has gone a long way in improving the educational achievement of students. Despite students' educational achievement, the provision of school library services are faced with some challenges which can serve as inhibiting factors or obstacles/challenges to educational development of JSS students in Bosso Local Government Area of Niger state, Nigeria.

Recommendations

Based on the findings and conclusion reached, the management of Bosso Local Government in collaboration with Niger State Universal Basic Education Board (SUBEB) and Ministry of Education in Niger state are to;

1. Ensure that school libraries should have well-balanced collection to cover both printed and electronic resources.
2. Ensure that enabling facilities and environment that would further enrich students' educational achievement be provided. For example, video, films, conducive library environment, etc. be provided;
3. Commit adequate funds for the procurement of current and relevant information resources to further support the curriculum.

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