SCHOOL LIBRAP.Y DEVELOPMENT AND USE BY STAFF AND STUDENTS OF SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY FCT ABUJA, NIGERIA

BY

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Abstract
This study investigated school library development and use by staff and students of secondary schools in the Federal capital territory, Abuja. The overall objective of the study is to examine the state of secondary school library development and its usage, find out if these libraries have achieved the expected level of development in terms of infrastructures, qualified library personnel, cultivating reading habbit, integration of ICT facilities etc. Descriptive survey research was adopted for this study, while the major instrument used was a questionnaire, supported by oral interviews for the library staff and direct observation. The total sample size included 252 respondents comprising of 90 head teachers/teachers, 12 library staff and 150 students. The key findings indicated thatlibrariesare not adequately utilized in schools and problems such as poor funding, outdated collections lack of qualified personnel, space etc are still being faced by school libraries.Based on the findings of the study,some recommendations were made among which are: need to put in place minimum standard for secondary school libraries, evaluation and accreditation of schools and their libraries, organisation of workshops/seminers etc.

Keywords: School library development, Use of school library

Introduction
The school library is acknowledged in the National policy on Education (NPE) as one of the educational institutions required to achieve the nations educational goals. To achieve this goal, proprietors are required to provide functional libraries in all their educational institutions in accordance with the established standards. They should also train librarians and library officers for the services.

Nigerian Educational Research and Development Council (NERDC), a parastatal under the Federal Ministry of Education (FME), carried out a study on the needs assessment of school libraries and librarians in the six geopolitical zones of the country. The findings from the investigation showed that school library development is at the lowest ebb in the federal capital territory (FCT). The findings also revealed that even where the libraries exist at all, staff and students hardly use them to support and enhance educational goals and promoting reading and the resources and services of the school library. Based on

these findings, this investigation becomes necessary in order to find out why secondary school libraries in the Federal Capital Territory are under developed and possibly how to remedy the situation.

Objectives of the study

The overall aim of the study is to examine the state of secondary school library development and use by staff and students in FCT secondary school. Find out if these libraries have achieved the expected level of development and use, if not, to determine the factors that affect their development and use. The specific objectives of the study however are to:

1. examine the purpose of use of school libraries by staff and students
2. assess the learning materials used by staff and students in these secondary schools
3. find out the frequency of library use by staff and students in these secondary school
4. assess the integration of ICT in school library services
5. examine the qualifications of library personnel in these secondary schools
6. examine the problems facing school library development in these secondary schools.

Literature Review

According to encyclopedia Americana, international edition (1829), libraries or media centres in schools exist to support instructional programmes and to ensure that students and teachers become effective users of ideas.The school library according to Fayose (1999) is variously referred to in literature of librarianship and education as the instructional material centre, media centre and learning resourcescentre.   In the words of Akande (2001) the school library is an integral part of the school instructional materials such as textbooks, audio-visuals, magazines, newspaper, journals and reference materials to support the curriculum. Apeji (2009) sees the school library as the central focus in the teaching and learning process.

The school library contributes to education in a number of ways. Some of these contributions according to Dike (1993) include: encouraging reading, expanding learning resources, developing learning skills and developing critical, creative and independent thought. Libraries are used by people for variety of reasons and school libraries are established to serve varieties of purposes. Elaturoti (1990) emphasized that school libraries must be used to support the educational programme of the school and also develop in the pupils, the habit of reading both for pleasure and for gathering useful information for their personal development. Adeoti-Adekeye (1996) in his study of school library services in selected secondary schools in Ilorin, reported that most of the students surveyed use the library to read personal books for assignments, for general study and for relaxation. Fayose (1999) on her part opined that a good school library should be used by students to develop good reading habits and also encourage healthly, critical judgment and long term learning habit. Apeji (2009) states that:

> "The library is a social setting which students can use differently
> depending on their social background. It must be made attractive
> enough for students to patronize. In this regard, anything that
> activates students or put them in direct contact with books without

> *cultural and economic encumbrances must necessarily promote some form of reading".*

In the school library, resources are grouped into two categories. These are the material and human resources. However, the emphasis here is on material resources. Dike (1993) identified the followir.g three broad categories of library materials. These are nonfiction, print media literature and audio visual resources. The first of these categories is perhaps the most diverse, including reference materials, general nonfiction , periodicals and vertical file materials. The primary intention of the nonfiction is to give information rather than tell a story. Elaturoti (1998) opined that "learning resources for school libraries consist mainly of print and non print media". He went further to state that print media include books, periodicals, newspapers, pamphlets, brochures, handbills and ephemerals. The non print materials comprise, motion films, video-tapes, computer diskette and realia. The development of school libraries in this country is regrettably poor. Opeke (1994) lamented that very few schools in Nigeria have any semblance of what might be referred to as libraries.

The British and American standards suggest a library with sitting for at least 20% of schools total population at any given time (Fayose 1995). But hardly will one get a school library which can sit 10% of the total population. Makinde (2004) sees the library as the backbone of any meaningful academic development. He went further to suggest that there should be commitment from government, corporate bodies and individuals in order to meet current spate of development in our libraries. The emphasis these days is very much on learning and developing information acquisition skills, instead of teaching. Rather than wait to be taught to master facts, students now need to be taught information acquisition skills, and how to learn.

Apeji (2009) stated that,'one of the major goals of the school library is to inspire a love for reading – to promote a reading culture among its users". According to him, the library can do this by making available a collection of books, magazines and audio-visual materials, providing a conductive environment for reading, writing, storytelling, research, debate/drama and providing library and study skills on how to find books and maximize their utility. Reading is usually a private act, a personnel and individual relationship with a book. If this is accepted to be so, then it is the environment as long as it is favorable, which according to Gault (1982) that encourages the setting up of this relationship. This needed environment is the school library. It can achieve the above objective by integrating itself completely into the educational system to achieve the overall objectives of the school. Studies have equally agreed with the fact that the social environment in which people read, read themselves. This is probably why children of illiterate parents are more handicapped on the issue of reading than the children of parents who are literate.

The use of computers and communications technologies in information handling and processing has arisen because of the increased workload involved in coping with information explosion. In order to keep pace with handling the increasing number of information carriers, computers are utilized to handle information processing. Access to

information processed by computer is instant. It can also be accessible over long distance regardless of where the information is processed. This is possible through telecommunication technology. Aina (2004) sees ICT as that:

> "which is concerned with technology used in handling, acquiring, processing storing and disseminating information".

The society has constantly been evolving and so have the library patrons. They are fast becoming inpatient in their quest for information. They want information now or never. For the library professionals to live up to their mettle, application of the ICTS has become inevitable. These days, it is very common to find users who are no longer limited to print copies but users who want to access information in different formats such as digitized information comprising textual to multimedia – data consisting of both text, images, digitized voices and video collections. Thus the information stored in most modern libraries has taken a major shift from volume-limiting paper to limitless multimedia digital form. The application of ICTs to our services can no longer be neglected. Dempsey, (2006) in Ezeani (2010) in agreement to this assertion explained that over the last ten years, we have witnessed the convergence of human-readable Web with increased connectivity.

Methodology
The descriptive survey research was adopted for this study with a target population comprising of all schools, all teachers/library staff (professional and para professional and all students of secondary schools in the federal capital territory (FCT).

Sample/Sampling technique
The sample for this study consisted of 252 respondents (90 head teachers/teachers, 12 librarians, 150 students) drawn from 6 secondary schools that cut across the 6 area councils of federal capital territory FCT. The sampling techniques used for this study involved a multistage sampling techniques. First, FCT was stratified on the basis of the existing six area councils namely: Abaji, AMAC, Bwari, Kwali, Kuje and Gwagwalada. In each of these area councils, 1 secondary school was purposely selected based on the criteria of having a designated school library. Secondly in each of these selected secondary schools, 15 teachers, 12 library personnel and 25 students were randomly selected for use in the study. The total sample size for the study was 252 (ie 15X6+2X6+25X6=252).

This is to find out the number of established libraries, professional/paraprofessional library staff, the resources maintained and the use by staff and students.

Procedure
Three different questionnaires were developed and administered. These are questionnaires for head teacher/teachers, teacher librarians/librarians and students. Interview sessions were also used to gather information from the librarians in each of the schools as well as observation. The first questionnaire elicited information from the selected teachers. It has two sections comprising of demographic data and questions

based on the objectives of the study. The questionnaire for teacher librarians/school librarians and other library staff equally consisted of two sections. These sections elicited information on their bio data and development and use of their school libraries.

The last questionnaire which is for students has only one section with structured questions in the development and use of their school libraries. The interview for library personnel was administered personally by the researcher to the subjects. The respondents were given a period of one week to respond to the questions while the researcher visited the libraries personally to see the situation of the libraries. Two hundred and fifty four (254) copies of questionnaires were distributed to the head teachers/teachers, teacher librarians/librarians and student respectively. All the questionnaires that were administered were duly filled and returned on time.

Data analysis

The researcher used the descriptive method of data analysis using frequency tables and percentages in presenting the results. The interview sessions with library personnel were integrated with the data from questionnaires before analysis.

Table 1: Profile of schools and staff surveyed

S/N	Name of School	Area Council Located	Year Established	Population	Owner
1	Government Secondary School Kuje	Kuje	1985	2358	Public
2	Government Secondary School Kubwa	Bwari	2006	1960	Public
3	Government Secondary School Abaji	Abaji	1981	2360	Public
4	Christ Academy Secondary School	Gwagwalada	2003	1500	Private
5	Regina Pacis Secondary School	AMAC	1994	3000	Private
6	Government Secondary School Kwali	Kwali	1981	2527	Public

Source: School records.

Table 2: Qualification of library personnel

Educational qualification	Number that possess the qualification	Percentages
MLIS	-	-
B.Ed(English language)	3	25
BLIS	5	41.67
NCE(English/Social Studies	3	25
ND(Library studies)	1	8.33
Total	12	100

Results

Table 3: Purpose of use of school libraries by staff and students

Library Users	Research	Preparing lesson note	Reading	Hiding from class work	Assignment	Recreation	Discussion centre	Relaxation	Copying note Total	Total
Teachers	49 (54.4%)	37 (41.1%)	-	-		4 (4.4%)	-	-	-	90

Table 4: (Librarians)

Library Users	Research	Preparing lesson note	Reading	Hiding from class work	Assignment	Recreation	Discussion centre	Relaxation	Copying note	Total
Librarians	3 (25.0%)	2 (16.7%)	4 (33.3%)	- (16.7%)	2	1 (8.3%)	-	-	- -	12

Table 5: (Students)

Library Users	Research	Preparing lesson note	Reading	Hiding from class work	Assignment	Recreation	Discussion centre	Relaxation	Copying note	Total
Students	-	-	90 (60.3%)	4 (2.7%)	21 (14.0%)	10	-	-	2.5 (16.7%)	150

The following findings were made for the purpose of use of school libraries: 54.4% of teachers use the library for research, 41.1% for preparing note of lesson while a minimal 4.4% use the library for recreation. 33.3% Teacher-Librarian/Libraries use the library for reading, 25.0% for research activities. 16.7% use the library for preparing note of lesson and assignment respectively while 8.83% use the library for recreational. From the students' respondents, 60.3% use the library for reading, 16.7% for copying note while 14.0 use the library for carrying out class assignment. 2.7% make use of the library as their hiding place

Types of learning materials available in school libraries
The result showed that most of the school libraries in the capital territory were stocked with outdated and irrelevant publications. A total of 131 respondents which is 51.9% indicated the availability of textbooks. This is more than half of the respondents. The result indicated that 16 respondents which is 6.3% indicated the availability of fictions while 23 which is 9.1% indicated the availability of novels. Dictionaries and encyclopedia constitute 11.9% of the respondents while other reference materials are 2.8%. The result showed that only 3 respondents which is 1.2% indicated the availability of audiu-visual materials. In all the school libraries surveyed, it was discovered that none of them had realia.

Table 6: Frequency of use of school libraries by staff and students

Particulars	Number	Percentages
Daily	38	15.08
Once a week	29	11.51
Twice a week	30	11.90
None	25	9.92
Occasionally	74	29.37
Rarely	56	22.2
Total	252	100

According to the data collected on frequency of use of school libraries by staff and students, 29.37% of the respondents occasionally visit the library, 22.2% which is a very high percentage have not appreciated the importance of school libraries, hence they rarely visit. 15.08% visit on daily basis, 11.90% twice a week while 11.51% visit the library once a week. There are some respondents who indicated that they do not visit at all. Their percentage is 9.92.

ICT facilities available in school libraries
The result showed that 98.0% responded negatively about the existence of ICT facilities in their school libraries. Only 5 respondents which is 2.0% indicated that they have computers. However, these computers that were sighted were not put into effective use.

Most of them were outdated personal computers and the library staff confessed that they cannot operate them.

Table 7: Problems facing school library development

Problem	Number	Percentages
Inadequate/out dated collection	43	17.1
Inadequate accommodation	24	9.5
Apathy of school administrators	19	7.5
Poor services by library staff	17	6.7
Inadequate facility/equipment	88	35.0
Absence of school library legislation	11	4.4

Iinadequate facilities/equipment which was identified as a major problem constitute 35.0%, while inadequate/out dated collection has 17.1%, inadequate accommodation 9.5, apathy of school administrators 7.5%. Equally of note is the poor services by library staff and absence of school legislation which constitute 6.7% and 4.4% respectively.

Conclusion

School library development and use in the Federal Capital Territory secondary schools are still in a pitiable situation. Both public and private secondary schools have not demonstrated appreciable seriousness in terms of school library development and use.

Recommendations

Based on the findings of the study, the following suggestions were recommended:

1. Government needs to put in place minimum standard in secondary schools just like we have in our tertiary institutions as regards school libraries if any progress will be made.
2. Regular evaluation and accreditation of schools and their libraries should be carried out to ensure conformity and compliance.
3. Workshops should be organized for library personnel and school administration on the need to develop and equip their libraries. This has been demonstrated by NERDC and the NSLA and other stakeholders should support them.
4. For effective service delivery by teacher librarians and librarians, professional librarians should be made to undergo training in teaching in order to be conversant with the school curriculum. The same should equally apply to teachers that do not

have library background. They should obtain training in librarianship and use their teaching subjects as a subject background.

¹ Teacher-librarians and librarians should try as much as they can to encourage the formation of clubs such as young readers club and reading groups amongst the students. Library periods should equally be included in the time table at least two times a week for each class.

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