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July 2021

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Okyere, Stephen; Banji, George Tesilimi Dr.; and Darkwa, Baffour Gyem, "BENEFITS OF THE VOLTA REGIONAL LIBRARY ON THE PERFORMANCE OF BANKOE KPOANYIGBA E.P. JUNIOR HIGH SCHOOL STUDENTS IN HO MUNICIPALITY" (2021). *Library Philosophy and Practice (e-journal)*. 5862. <https://digitalcommons.unl.edu/libphilprac/5862>

**BENEFITS OF THE VOLTA REGIONAL LIBRARY ON THE PERFORMANCE
OF BANKOE KPOANYIGBA E.P. JUNIOR HIGH SCHOOL STUDENTS IN HO
MUNICIPALITY**

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Abstract

This paper investigated the benefits of the Volta Regional library on the performance of Bankoe Kpoanyigba E.P. Junior High school students in the Ho Municipality of Ghana. The study sought to discuss the concept of library; benefits of libraries on students' performance; challenges in the use of the library for learning and strategies to boost the interest of students in the use of library.

A descriptive research design was adopted and a total of ninety (90) students and three (3) librarians were sampled for the study. Simple random sampling technique was used.

The study revealed some challenges that the regional library is located close to a public toilet and a noisy environment; the unavailability of internet connectivity, inadequate computers and its facilities are in a deplorable state. Majority of the books were outdated and regular supply of books from the government has not been forthcoming. The study recommends that the governments should provide regional libraries with adequate internet and computers, build modern structure and provide a good location for the libraries and also teachers should give students assignment which will enable regular use of the library by students.

Keywords: Library; Regional Library; Junior High School; Student; Performance; Ghana.

Introduction

A library, according to the Oxford dictionary, is a space or structure where all learning materials, such as books, tapes, journals, and other media, are accessible for the public to read, research, and borrow. The library is the most critical and necessary component of the educational process. Due to the hyper-competitive nature of the business economy, students must be able to think creatively in order to better train themselves for potential information requirements (Whelan, 2014). For this to be well-known, students must develop interaction with society in order to broaden their sources of information and materials. One of the habits that can help one acquire relevant information about the world is reading books. One's academic growth would be hampered if they could not learn.

In the Southern African region, a variety of studies have been conducted on school libraries. Anderson and Mathews (2010) looked into the role of school libraries in promoting culture, learning, and reading culture in Malawi. In Botswana, studies on school libraries were conducted by Baffour-Awuah (2002), Chipunza (2001), and Metzger (2000), who identified a variety of factors that hampered the growth of school libraries. Lack of trained personnel, insufficient support levels, and fragmented administrative roles for libraries are just a few of them. Doust (1998) and Nilsson (2002) studies in Zimbabwe highlighted the issue of donated books, which are often unsuitable for the learners who are supposed to read them. School libraries in Africa are neglected, according to Sturges and Neill (2004), and even though they do exist, they are chronically understaffed, have an appallingly meager collection, and thus have a minor influence on the teaching-learning process.

In a study in Uganda, Magara and Batambuze (2009) found that there were a number of challenges that schools needed to overcome, such as lack of facilities (buildings) and funds for continually stocking and restocking school libraries or collections, and the need for continuous skills development for teacher librarians who are appointed to the role without any specialized training. The study's discoveries indicate that there are several areas where the presence of a school library has an impact, including students' reading habits, use of materials for non-school-related activities, and academic performance.

Several government interventions have been implemented in solving the falling standards of education in Ghana is highly recognised, yet very little is done in the areas of reading and other supplementary materials that could support teaching and learning at the basic levels of education (Alemna, 2002). Right to use libraries and books is the bedrock of children academic and social development. It serves as connection between susceptibility and hope for several educationally deprived children. A number of studies has been carried out in addressing the falling standards of education in Ghana. Some of these involvements and policies included training of more teachers; special allowance for rural teachers, granting of study leave for rural teachers to upgrade their skills, introduction of school feeding programme, and school capitation programme (Ankomah, 2006). Conversely, the educational achievement of pupils in most government basic schools in rural Ghana for the past couple of decades has dropped considerably (Akyeampong, 2007), and other tactical involvements to salvage the situation have not produced any significant outcome (Atta-Quayson, 2007).

The 2013 National Education Assessment (NEA) report shown that widely held of students in basic schools including Kpoanyigba E.P. Junior High School cannot read to understand in either English or in the least of Ghanaian language. The report shown that, at least 50 percent, and often,

more of the pupils assessed could not pronounce a single English or Ghanaian word correctly (Atta-Quayson, 2007). This may feasibly affect students' capacities for future academic advancement and disappointment in the achievement of educational aims.

In all these, inadequate financial provision and teachers are blameable for the abysmal educational attainment of these school children (Akyeampong, 2007). Very little is assumed using school libraries as a means of supporting students attain greater academic results in basic schools in Ghana. In contradiction, the study pursued to investigate whether effective school libraries are significant elements of students' performance at Bankoe Kpoanyigba E.P. Junior High School Students in Ho Municipality.

Research objectives

This study was guided by the following objectives:

- i. To explore the concepts of libraries in relation to students' performance in Bankoe Kpoanyigba E.P. Junior High School.
- ii. To investigate the benefits of libraries on students' performance in Bankoe Kpoanyigba E.P. Junior High School.
- iii. To find out some challenges in the use of the library for learning in Bankoe Kpoanyigba E.P. Junior High School.
- iv. To identify strategies to encourage the interest of students' in Bankoe Kpoanyigba E.P. Junior High School in using the library.

Literature Review

Concepts of libraries in relation to students' performance

Library service is one of the components of school services and its presence cannot be undermined. Many professionals have given the various definitions of the library because it is recognized throughout the world as part of the academic establishment. Thus, the definitions of school library were given considering its importance to the development of education. The various definitions of the library are discussed as follows:

To start with, Adewusi (2013) defined library as the place which is purposely located within the school premises, whose function is to collect, organize, store, retrieve, preserve and disseminate various information to both teachers and students. The library is one of the inputs into the education system. It can also be described as a place where books and other educational materials are domicile so that students, teachers and other library users can make use of it. It is a systematically arranged place where materials in any kinds discipline can be found (Zabel, Wolfe, Naylor & Drueke, 2010). Uzuegbu and Ibiyemi (2013) described the school library as the collection of relevant materials that are put in place in print and other forms which is organized and made available for the users to have access to it. The library can be likened to a system that is designed for graphic records and also meant to facilitate reading habits of students. Adetoro (2006) asserts that library is globally seen as one of the inputs in the school system. It contains graphic materials and audio-visual such as pictures, diagrams and photographs. It also contains books, newspapers, magazines and periodicals. To Lance and Hofschire (2012), the library is seen as an important input that contributes to the development of education. The school library is essential in primary, secondary and tertiary education. It is also an extension study place for teachers and students. Library service

provides a wide range of opportunities for other library users who intend to conduct research for their studies.

Harris (2008) is of the view that the presence of library in school stimulates students to cultivate the good habit of reading; it provides information and exposed them to series of learning experiences that were related to classroom activities. He, however, said that all students need is to explore the materials by assessing them manually and electronically. In support of this, similarly, Heath (2011) concurred that the library is designed to help students in their learning activities.

The library service can be said to be the cornerstone of a good and functional school system. For school to function and recognized as a place for teaching and learning, such school must ensure the provision of library so as to allow students to have access to books and other materials in order to enhance their learning (Ajegbomogun & Salaam, 2011). In addition, school library is established to serve certain purposes and its establishment is to serve as a stimulating place to improve the reading culture of both the teachers and students (Uzuegbu & Ibiyemi, 2013). In theory and practice, the purposes of library services are: to stimulate the students to access relevant materials for the teaching and learning process, serve as one of the inputs in the school system, to enhance the academic performance of the students, to serve as a reference point for other users of library information and to offer wider opportunities for teachers to explore the library resources (Harris, 2008; Lance & Hofschire, 2012; Matthew, 2011).

Nevertheless, Salman, Mostert and Mugwisi (2014) are of the view that no matter how big the school library is, it needs to be staffed with qualified library personnel to manage the library for effectiveness. To achieve this, therefore, professional staff should be recruited to the library, which should be headed by school librarian to run the day-to-day activities of the library. Concerning the adequacy of facility in the library, Adetoro (2006) observes that adequate library

facilities help in delivering library services, thus school library should be well built, furnished with the up-to-date and relevant materials as well as interior decoration and conducive environment. Buttressing the foregoing point, Arua and Chinaka (2011) noted that a standard school library should have plethora of materials such as journals, newspapers, magazines, textbooks, diagrams, maps and pictures (visual), while television set, radio, toys and multimedia materials (Non print). The school librarian has to work with the school in providing these educational materials.

Benefits of libraries on students' performance

Libraries are seen as social institutions that are created to increase knowledge, preserve the cultural heritage and provide information to different users (Benard, Ronald, Dulle & Frankwell, 2014). Onisoye (2004) and Salman, Mostert and Mugwisi (2014) note that availability of books and other non-books help to improve students' academic success in schools. The utilization of school library information resources is key determinant in the provision of effective library services in schools. In support of the foregoing, Bhatt (2003) found that the provision of successful library services is based on satisfaction level of its users with relevant library information resources, library staff and user-centric library services. Agyekum and Filson (2012) noted that the students use of library help them to supplement their assignments and class notes and assist them positively in preparing them for examination.

In the same vein, Orji (1996) found that library users use school library for many reasons, they are: to research purpose, for leisure, and some use them to prepare for examination.

The presence of library in school help to accelerate the implementation of educational programs so that the aims and objectives of education could be achieved (Anyawu, Obichere & Ossai- Onah, 2013; Arinde, 2010; Lance & Hofschire, 2012; Owate & Iroha, 2013).

Fakomogbon, Bada and Omiola (2012) opined that since curriculum is dynamic, library help to support both students' and teachers in school because it keeps them abreast of new development in education.

Ullah and Farrog (2008) indicated that reading of library materials have positive relation with students' vocabulary, grammar, comprehension, writing and spelling skills. These abilities need well managed library where they improve their skills and academic performance.

Popoola (1989) revealed that library has correlation with students' performance and schools which have well operational library facility usually preserve high academic achievement. Fuller (1985) originated that those books which are reserved to read in the school library is directly concern with students' achievement.

According to Keith (2004), the availability of school libraries help teachers to teach the students' effectively. Clark (1999) suggested that school library basically is the academic library which supports the entire school program and also help in teaching learning process.

Martin (2000) observed that research show that reading of students at school based on the improvement of school library. He stated that those students' who were habitual of attending library, got more score as compare to those who were fail to used school library.

Challenges in the use of the library for learning

Despite the importance of library, several challenges have been identified in research as factors militating against it in academic libraries. Esse (2014) observed that library users all over the world faces various challenges which to an extent affected the way library resources are put to maximum and effective use. Agyen-Gyasi (2008) in his assessment of user education at the Kwame Nkrumah University of Science and Technology found out that students' low turnout in user education programme was a challenge. Finding in Agyen-Gyasi's study shows that out of 1000

students from the Faculty of Social Sciences, only 250 students attended the user education programme in 2004/2005 session. Similarly, Anyaoku, Ezeani and Osuigwe (2015) identified students' apathy to information literacy skill programme as a problem in academic libraries. Suleiman (2012) explored user education program in academic libraries in International Islamic University, Malaysia. He stated that majority of the new students entering universities are seriously facing problems of understanding new environment and therefore need special guidance to help them to deal with various sources of information independently. In line with that, Fleming (2006) identifying the greatest problem that library user education programme in the South-East Nigeria and perhaps other areas of the world is facing suggested that libraries should acquire, process and disseminate information resources in a manner that is accessible to library users.

A study conducted by Idoko, Asogwa and Ugwuanyi (2015) on the problems of library user education in Nigerian Unity Schools showed several challenges as noted by staff and students including lack of confidence in the use of library, librarians' mode of instruction not adequate to help students, school libraries not adequately equipped with current text books, lack of adequately equipped school library, inadequate information resources for learning e.g. computers, among others. On staff strength to handle library instruction in academic institutions, Agyen-Gyasi (2008) in his study found out that shortage of staff to handle user education programme is a problem as the number of registered students outweighed the number of academic librarians to take the library instruction classes.

Similarly, Maduako (2013) study showed that an average mean of 2.99 and 3.51 strongly agreed that inadequate library staff to handle library instruction was an impediment. Findings in her study also revealed that short time span, inappropriate provision for user education, lack of interest by students and resource constraint were among the challenges facing library instruction.

Furthermore, Busawayo (2003) survey on the perception of students on use of library as a prerequisite course revealed that lack of personnel and professional time for teaching are two major problems facing library user education.

However, Case (2007) is of the view that library instruction program would increase the need for space, materials and public services personnel, which according to him will drain funds for other pressing needs of the library and services such as reference and will also create personnel problems relating to scheduling, competence and assessment of teaching. According to Eze (2004), factors militating against user education are not far-fetched, including insufficient funds, insufficient number of computers, lack of computer appreciation among librarians, teachers and students, absence of properly developed curricula, lack of infrastructure generally and lack of enabling policy environment. Unarguably, the problem of inadequate or failure to instruct students and new library patrons in using the library may lead to patronage to unauthorized sources and sites. Head (2013) study on how freshmen conduct course research once they enter college revealed that 70 percent of university students frequently turned to social networks, such as Facebook on information-seeking for personal needs. Search engines such as Google received the highest patronage with 95 percent while friends had 87 percent as sources consulted by students for information.

Dike and Amucheazi (2003) assessed the barriers of information literacy education in Nigeria. They confirmed that learning environment, lack of resources, language barrier, illiteracy, teaching orientation and practice were the factors. The study by Okoye (2013) on user education in federal university libraries across Nigeria revealed that the major challenges facing the program include lack of practical and demonstration on the use of the Internet to conduct researches,

inadequate ICT facilities in teaching, and inadequate number of professional staff to conduct user education.

Strategies to boost the interest of students in using libraries.

The current body of evidence on the impact of school libraries has not had the effect of a general increase in investment, nor has the status of school library programmes been enhanced. As research suggesting that this would significantly increase student achievement is extensive, two possibilities can be inferred. Either the message is not reaching the right people, or it is not convincing to them. In addressing the first possibility, there have been recent efforts to appeal directly to school administrators and principals about the value of school libraries (Anderson, 2007; Church, 2003; Hartzell, 2002b). Targeting these key members of staff will potentially be effective in promoting the school's library programme to all staff.

Hartzell (2002b) suggests that the principal is important not just in allocating funding to the library, but also in creating an environment where student library and staff–TL collaboration is valued and promoted. Another strategy is to reform preparation programs for educators (including librarians) to emphasise the importance of school library programmes (Roberson, 2005). If such measures are successful in making decision-makers aware of the research, it must be ensured that the research is convincing. Todd (2002) suggests that a different approach to research will help in overcoming apathy towards school libraries. He argues that the hallmark of the 21st century school library is not the teacher librarian, its collections, its technology, or its staffing, rather: It is what makes a real difference to student learning, and that the teacher-librarian contributes in tangible and significant ways to the development of human understanding, meaning making and constructing knowledge.

Fowowo (1988) stated that school library should be well equipped and accessible to all students' and teachers. Ola (1990) investigated that school library in every type replace the usual manner of chalk and talk provide information to individuals that influenced academic performance. He suggested that sound prepared library collection is a foremost facility that enhanced high quality education and achievement of high learning standard.

Furthermore, Farombi (1998) described that school library will not become effective if there is not adequate and up to date books and other teaching learning resources. According to National Educational Policy (NEP) every Ministry state requires to make available finances to the institution for establishment of libraries in all educational institution and also to prepare and train librarians and library assistant. Instead of focusing mainly on inputs, as most large-scale quantitative studies have done, research should focus more on highlighting the positive outcomes produced by school library programmes.

Materials and Methods

The methodology of the study discusses the research design, population, sample and sampling procedures, instrumentation, methods of data collection, processing and analysis. This paper combines both qualitative and quantitative research approaches to data collection and analysis. The study adopted a descriptive research design. The mixed method approach was used. According to Cresswell (2009), mixed method approach is the combination of both the qualitative and quantitative method in a study. Although the mixed method approach was labour intensive, the study employed this method in order to widen the understanding or to use one approach to better understand, explain and build on the results from other approach. Also, it provides a better understanding of a research problem or issue and helps overcome deficiencies in one method only.

This approach was relevant to this study to triangulate and corroborate findings from students and the officers in charge of the regional library.

Population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that studies are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming.

Bankoe Kpoanyigba E.P Junior High School is located at the Ho Municipality of Ghana and shares the same premises with the Volta Regional Library. The school was established in 1968 by the Evangelical Presbyterian church and it has a population of about 210 students. It comprises of double streams from J.H.S. 1 – J.H.S. 3. The sample for this study included ninety (90) students and five (3) librarians. The sample technique used was random convenient sampling style.

Random sampling technique is the basic sampling technique used to select a group of subjects (sample) for study from a larger group (population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample.

Instruments

Questionnaires and interview were used to collect the necessary data for the study. The researchers used interview to listen to and hear from the librarians as part of the study respondents and to ascertain the available reading materials at the library. The used of questionnaires for teachers and learners was preferred for this study because it is a means of supplying the researchers with quantifiable data from the respondents for statistical analyses Dambudzo, (2009). The researchers administered questionnaires to learners who were selected using the simple random sampling from

JHS 1 to JHS 3 and the teachers through the help of the Headmistress and the class teachers. The researchers further conducted interviews on the librarians working at the Volta Regional Library.

Validation and reliability of instruments

Denscombe (2010) suggests that the idea of validity hinges on the extent to which research data and the methods of obtaining the data are deemed accurate, honest and on target. Validity is a situation-specific concept: it is dependent on the purpose; the population and the situation where the measurement takes place McMillan & Schumacher (2006). The validity of an instrument is assessed in relation to the extent to which evidence can be generated in support of the claim that the instrument measures the attributes targeted in the proposed research Dambudzo (2009). De Vos et al. (2005) mention that a definition of validity includes two aspects, namely that the instrument actually measures the concept in question, and that the concept is measured accurately. They refer to four types of validity, namely content validity, face validity, criterion-related validity and construct validity. In this study the focus was specifically on content validity, and construct validity because of the nature of the instruments as described above. De Vos et al. (2005) further stated that content validity is established on the basis of judgments. The instruments for this study (questionnaires for the Teachers and students) were constructed by the researchers in two types and given out to the researchers in the field for appropriate validation.

Data Processing and Analysis

Data from the field was collected and analyzed for interpretation and presentation. Percentages and frequencies were used to present findings of the study.

Results and Discussion

A total of 90 students comprising of 58 girls and 32 boys from J.H.S. 2 and J.H.S 3. Also, three (3) librarians were interviewed for the study. Data collected were presented, analyzed and discussed according to the research objectives.

Socio- Demographic Characteristics of Respondents

It has been indicated in Table 1 that out of a total of 93 respondents, 41 of the students were from J.H.S.2, 49 students were from J.H.S.3 and 3 were librarians. Table 1 presents the categories of respondents who participated in this study.

Table 1: Socio- Demographic Characteristics of Respondents

Category	Frequency	Percent
J.H.S. 2	41	44.0
J.H.S. 3	49	52.2
Librarians	3	3.2
Total	93	100.0

The data in Table 1 as above indicates that 41 of the J. H. S. 2 students, 49 of the J. H. S. 3 students representing 44%, 52.2% respectively responded to the questionnaire while 3 librarians representing 3.2% were interviewed. The purpose of the interview was to understand issues indicated by the respondent which need further clarification and investigation.

Gender distribution of respondents

Table 2 presents gender distribution of the respondents under investigation at Bankoe Kpoanyigba E. P. J.H.S.

Table 2: Gender distribution of respondents

Gender	Frequency	Percent
Male	35	37.6
Female	58	62.3
Total	93	100.0

From Table 2 as above, it has been discovered that out of the 93 respondents, about 35 male representing 37.6% including the 3 male librarians and 58 female representing 62.3% participated in the study. This implies that the views of the female students dominate this study as compared to that of the male student and librarians.

Age of respondents

The age of students was categorized into two. Table 3 below presents the two categories of the ages of students who took part in this study.

Table 3: Age of respondents

Age	Frequency	Percent
11-14yrs	36	40.0
15-18yrs	54	60.0
Total	90	100.0

From table 3 as above, it has been discovered that 40% of the respondents were in the age range of 11 – 14years whereas 54 representing 60% were in the age range of 15 – 18years. This means 15 – 18 years categories of students were the majority of students that responded to the instrument used for the study.

Research Objective 1.

What are the concepts of library in relation to teaching and learning in schools?

This research question tries to address the concepts and nature of library: what library is assumed and perceived to be and how it should be used by students and teachers.

On the issue of the concept of the library in academic work or teaching and learning; library as part of academic establishment, it helps to preserve information for both teachers and students. These were library as part of academic establishment, library as institution for preserving and disseminating information to teachers, students among others, library being a place where books and other educational materials available for use, presence of library make students cultivate the habit of reading and the need for library to be staffed with qualified personnel to manage it effectively.

Table 4: Age of respondents

Concepts	Responses				
	SA	A	U	SD	D
• Library is part of academic establishment.	53	36	-	-	1
• Library preserve information for both teachers and students.	38	41	8	-	3
• Library is a place where books and other educational materials are available.	60	28	1	-	1
• Presence of library stimulate students to cultivate good reading habit.	64	23	-	2	1
• Qualified personnel need to manage library effectively.	48	39	2	-	1

From the Table 4 show the following results on library is part of academic establishment under the concept of libraries in relation to teaching and learning; 53 respondents strongly agreed, 36 respondents agreed, and 1 respondent disagreed. The response from the students means library serve an academic purpose for both teachers and students, their responses is an affirmation for what Adewusi (2013) said about as the place which is purposely located within the school premises, whose function is to collect, organize, store, retrieve, preserve and disseminate various information to both teachers and students.

Library preserve information for both teachers and students under the concept of libraries in relation to teaching and learning. About 38 respondents strongly agreed, 41 respondents agreed, 8 respondents could not decide on the issue, none strongly disagree and 3 respondents disagree. The respondent's response is in line with Adewusi (2013) assertion that library preserve and disseminate information for both teachers and students.

Library is a place where books and other educational materials are available under the concept of libraries in relation to teaching and learning. About 60 respondents strongly agreed, 28 respondents agreed, 1 respondent was undecided on the issue, none strongly disagreed and 1 respondent disagreed. In view of students' responses, it is obvious that students' responses on the statement agrees with what (Zabel, Wolfe, Naylor & Drueke, 2010) said that library is a place where books and other educational materials are domicile so that students, teachers and other library users can make use of it. It is a systematically arranged place where materials in any kinds discipline can be found.

Presence of library stimulate students to cultivate good reading habit under the concept of libraries in relation to teaching and learning. About 64 respondents strongly agreed, 23 respondents agreed,

none was undecided on the issue, 2 respondents strongly disagreed and 1 respondent disagreed. The results from students' responses are in line with Harris (2008) who asserts that, the presence of library in school stimulates students to cultivate the good habit of reading; it provides information and exposed them to series of learning experiences that were related to classroom activities.

Finally, qualified personnel need to manage library effectively under the concept of libraries in relation to teaching and learning. About 48 respondents strongly agreed, 39 respondents agreed, 2 respondents were undecided on the issue, none strongly disagreed and 1 of the respondents disagreed. The results from students' responses to the final statement under the first research question make it clear that library needs to be staffed with qualified staff to manage it effectively. This confirm what Salman, Mostert and Mugwisi (2014) opined that no matter how big the school library is, it needs to be staffed with qualified library personnel to manage the library for effectiveness. To achieve this, therefore, professional staff should be recruited to the library, which should be headed by school librarian to run the day-to-day activities of the library.

Research Objective 2

What are the benefits of library on students' performance at Bankoe Kpoanyigba E.P School?

This research question seeks to provide answers benefits of library on students' performance at Bankoe Kpoanyigba E.P JHS.

The items listed in the questionnaire as the benefits of library on students' performance sort out pupils' views on the benefits of library on students' academic performance.

Table 5: Benefits of library on students' performance at Bankoe Kpoanyigba E.P School

Benefits	Responses				
	SA	A	U	SD	D
• Libraries increases students' knowledge.	56	34	-	-	-
• Availability of books and non-books helps improve students' academic performance.	17	55	5	5	8
• Library keeps students abreast of new development in education.	44	41	4	1	-
• Well-equipped library improves students reading skills.	60	27	1	1	1
• Existence of library promote teaching and learning.	45	32	-	4	9

The responses from Table 5 shows the following results on Libraries increases students' knowledge under the benefits of library on students' performance at Bankoe Kpoanyigba E.P. J.H.S. 56 respondents strongly agreed, 34 respondents agreed. The results present indicates that all students agree that the existence of library in an educational institution increases students' knowledge. This has affirmed Agyekum & Filson (2012) assertion that the students use of library help them to supplement their assignments and class notes and assist them positively in preparing them for examination.

Availability of books and non-books helps improve students' academic performance under the benefits of library on students' performance. 17 respondents strongly agreed, 55 respondents agreed, 5 respondents could not decide on the issue, 8 respondents disagreed and 5 respondents strongly disagreed. With the majority of students' responses agreeing to the statement in the

questionnaire, it also confirmed what Mostert and Mugwisi (2014) note that availability of books and other non-books help to improve students' academic success in schools.

Library keeps students abreast of new development in education under the benefits of library on students' performance. About 44 respondents strongly agreed, 44 respondents agreed, one respondent strongly disagreed, 4 respondents were undecided on the issues and no respondent disagreed. From the responses of students, it is acknowledged that students are updated with current developments and issues in education when they always make good use of the library because the library have in stock daily newspapers and others relevant educational materials. This is in line with Fakomogbon, Bada and Omiola (2012) who opined that since curriculum is dynamic, library help to support both students' and teachers in school because it keeps them abreast of new development in education.

Well-equipped library improves students reading skills under the benefits of library on students' performance; About 60 respondents strongly agreed, 27 respondents agreed, 1 respondent was undecided, 1 strongly disagreed and 1 disagreed. Majority of students' responses have agreed that well equipped library improve students reading skills among others. This is means that when a library is well resourced with all the relevant books and resources it enables students to visit there, borrow books and read to improve their reading and fluency skills. This is in accordance with Ullah & Farrog (2008) assertion that reading of library materials have positive relation with students' vocabulary, grammar, comprehension, writing and spelling skills. These abilities need well managed library where they improve their skills and academic performance.

Finally, existence of library promote teaching and learning under the benefits of library on students' performance. 45 respondents strongly agreed, 32 respondents agreed, 4 respondents

strongly disagreed and 9 respondents disagreed. From the responses of students, a greater number of students in Bankoe Kpoanyigba E.P JHS agreed that the existence of the library promotes effective teaching and learning in the school. This is in line with Keith (2004), that the availability of school libraries helps teachers to teach the students' effectively. Clark (1999) also suggested that school library basically is the academic library which supports the entire school program and also help in teaching learning process.

Research Objective 3

What are the challenges in the use of the library for learning?

The third research question seeks to find various challenges in the use of the library for teaching and learning. Table 6 presents responses of the respondents

Table 6: Challenges in the use of the library for learning

Challenges	Responses				
	SA	A	U	SD	D
• Students are allowed to borrow books from the library.	69	14	-	5	2
• Library has relevant books that suit the needs of students.	50	34	-	6	-
• Students visit the library often.	39	34	3	4	10
• Library is connected to the internet.	35	23	13	10	
• Teachers gives assignments that requires the use of the library.	27	38	8	11	6

The responses from Table 6 on, students are allowed to borrow books from the library shows the following results; 69 respondents strongly agreed, 14 respondents agreed, none undecided, 2

respondents strongly disagreed and 2 respondents disagreed. The responses from the students indicates that's they are allowed to borrow books from the library at any point in time, this was also deduced from the interview conducted for the three librarians at the regional library.

Library has relevant books that suit the need of students'; responses are as follows; 50 respondents strongly agreed, 34 respondents agreed, and 6 respondents strongly disagreed. The responses from the students revealed that the library has books that suit the needs of students, however not all students have access to the library because of the structure of the library and the limited space to accommodate more students at a time has therefore, Fleming (2006) identifying the greatest problem that library user education programme in the South-East Nigeria and perhaps other areas of the world is facing, suggested that libraries should acquire, process and disseminate information resources in a manner that is accessible to library users.

Students visit the library often as the third statement. 39 respondents strongly agreed, 34 respondents agreed, 4 respondents strongly disagreed, 10 respondents disagreed and 3 respondents were undecided on the issue. The students have affirmed that they visit the library often and frequently this is highlighted in Busawayo (2003) survey on the perception of students on use of library as a prerequisite course revealed that lack of personnel and professional time for teaching are two major problems facing library user education.

Library is connected to the internet; 35 respondents strongly agreed, 23 respondents agreed, 10 respondents strongly agreed, 9 respondents disagreed and 13 students were undecided. The responses of students indicate that the library is connected to the internet yet the interview conducted for the librarians reveal that the library has no internet connection and when the researchers checked they also affirm what the librarians said this implies that the students only

visit the library for books only and do not care to use the internet or use the computer in the library. This has been outlined by Eze (2004), who opines factors militating against user education are not far-fetched, including insufficient funds, insufficient number of computers, lack of computer appreciation among librarians, teachers and students, absence of properly developed curricula, lack of infrastructure generally and lack of enabling policy environment and by Okoye (2013) on user education in federal university libraries across Nigeria revealed that the major challenges facing the program include lack of practical and demonstration on the use of the Internet to conduct researches, inadequate ICT facilities in teaching, and inadequate number of professional staff to conduct user education.

Lastly, teachers give assignments that require the use of the library; 27 respondents strongly agreed, 38 respondents agreed, 11 respondents strongly disagreed, 6 respondents disagreed and 8 respondents were undecided. The majority of students' responses agreed with the statement that their teachers give them assignment which require the use of the library. In addition to this the researchers conclude that students visit to the library is only to borrow books, do their assignments which involves using the library hence the reason why students gave a contrary response that the library has internet connection.

Research question 4

Which strategies to encourage the interest of students' in Bankoe Kpoanyigba E.P. Junior High School in using the library?

The fourth research question seeks to find various strategies to be used to boost the interest of students' in using the library. Table 7 presents responses of the respondents.

Table 7: Strategies to encourage the interest of students' in Bankoe Kpoanyigba E.P. Junior High School in using the library

Strategies	Responses				
	SA	A	U	SD	D
<ul style="list-style-type: none"> Provision should be made for library on the school timetable. 	48	26	5	6	5
<ul style="list-style-type: none"> Students should be taught how to use the library. 	59	27	2	-	2
<ul style="list-style-type: none"> Books in the library should be current and related to what is been thought in class 	43	36	3	7	3

The responses from Table 7 show the following results on; provision should be made for library on the school timetable under the strategies to boost interest of students in the use of the library. 48 respondents strongly agreed, 26 respondents agreed, 5 were undecided on the issue, 6 respondents strongly disagreed and 5 respondents disagreed. From the responses students has given it will be laudable if library is included on the school timetable and creating the environment to promote library use. This is seen in Hartzell (2002) who suggests that the principal is important not just in allocating funding to the library, but also in creating an environment where student library and staff–TL collaboration is valued and promoted. Another strategy is to reform preparation programs for educators (including librarians) to emphasize the importance of school library programmes.

Students should be taught how to use the library under the strategies to boost interest of students in the use of the library. 59 respondents strongly agreed., 27 respondents agreed, 2 were undecided on the issue, none strongly disagreed and 2 respondents disagreed. Almost all students agreed with the statement that they should be taught how to use the library and this should be a collective effort

by the teachers and librarians. This is outlined in Todd (2002) who suggests that a different approach to research will help in overcoming apathy towards school libraries. He argues that the hallmark of the 21st century school library is not the teacher librarian, its collections, its technology, or its staffing, rather, it is what makes a real difference to student learning, and that the teacher-librarian contributes in tangible and significant ways to the development of human understanding, meaning making and constructing knowledge.

Finally, books in the library should be current and related to what is been thought in class under the strategies to boost interest of students in the use of the library. 43 respondents strongly agreed, 36 respondents agreed, 3 respondents were undecided on the issue, 7 respondents strongly disagreed and 3 respondents disagreed. Students' responses indicate that library should be stock with up-to date books and resources. A statement which affirmed Farombi (1998) assertion that school library will not become effective if there is not adequate and up to date books and other teaching learning resources.

Interview of librarians of the Volta Regional library.

The researchers interviewed the librarian at the Volta Regional library located on the same premises of the school under studied. The findings of the interview are presented as follows.

Librarian 1 responded by saying:

1. Supply of books to the library is done quarterly by the government of Ghana but is not forth coming, however some NGO supply books to the library out of their benevolence.
2. The library is not connected to the internet thereby making it difficult for students and teachers access resources for academic purpose at the library.

3. Students visit the library frequently and also borrow books to read in order to enhance good reading habits.
4. The facility that the library is using currently is been provided by the E.P church which was used as a teachers' resource center because the permanent facility of the library has not been completed for years.

Librarian 2 responded by saying:

5. The library is situated in a very noisy environment and also close to public toilet whose stench emanates and makes the stay in the library uncomfortable to patronize.

Librarian 3 responded by saying:

6. The state of the library is in a dilapidated state; the ceiling is leaking; furnishes are old and very weak and the facility is small to accommodate students of even one full class.

Conclusion

The study revealed that the library at Bankoe Kpoanyigba E. P. J. H. S. is a Regional library not that of the school library, so the library is a public library and for that matter most books at the library served the interest of the public most. Secondly, the library is not situated in the serene environment hence the users of the library were uncomfortable due to the stench from the public toilet. The responses provided by the students on the statement, if the library was connected to the internet were contrary. Majority of the students do not know that the library do not have internet connection.

Facilities of the library are in very deplorable state, the air-conditions are not functioning, ceiling fans are very old, the ceilings are leaking and the library furniture are weak and some are

broken down. Books in the library are not up-to date and the library do not have computers and e-book and e-resources. This makes it difficult for students to use the library for academic purpose. Students make use of the library and also borrow books to read. From the responses of students, it is however obvious that they understand the purpose of using the library to their academic achievement. Students also know how useful and beneficial library is to their academic work and also to their quest to inculcate the habit of reading. Despite students know that library is very important establishment. Teachers do not give them assignment which will require them to also develop the interest to use library.

Recommendations

- The main facility of the regional library which is located near Methodist J. H. S. and Anglican Basic school should be completed to enable the regional library move from the facility provided for them on Bankoe Kpoanyigba E.P JHS. premises so that the place can be renovated to state-of-the-art facility to serve purposely as a school library.
- Internet and computers should be provided to enable students learn how to use the e-book and resources.
- The library should be stock periodically with current books which will serve the needs and interest of the students.
- New furniture, new air-conditions should be provided and glass doors and windows should be provided so that stench from public toilet and noise will be curtailed.
- Teachers should encourage their students to make use of library by strictly enforcing that the library period on their timetable is strictly observed and enforced.
- Teachers should give students assignments which will enable students to use the library.

- Stakeholders of the school should appeal to individual authors, NGO's and government to provide good story books to the school so as to help students develop good reading habits.
- The school should place emphasize and premium on reading to encourage students to visit the library always and read.
- Refresher courses and workshops should be organised for librarians to enable them sanitized and educate students on the need and relevance of using the library.
- The government should provide allowance to librarians and trainee more librarians so that every basic school will have librarians which will make them have libraries too.

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